



# THE AMERICAN BEHAVIORAL SCIENTIST

*"the proper use of men and measures"*

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On the Cover: An early biometric survey (see p. 3)

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## IN THE NEWS

### Education

The Institute of International Education's annual survey shows that, during the 1960-61 academic year, 2,218 faculty members were on education assignment in 92 countries. This was a 25% increase in faculty members abroad over last year. Of the total, 54% were on assignment in Europe; 17% in the Far East; 10% in Latin America; and 9% in the Near and Middle East. There were 116 American scholars reported in Africa.

Operating expenditures for research and development in the natural and social sciences in colleges and universities increased from \$410 million in 1954 to \$736 million in 1958. Universities spent an additional \$154 million in 1958 for facilities and capital items in the social and natural science R&D area. To meet the need for additional manpower, universities have apparently allocated more faculty time rather than increased the number of faculty engaged in R&D. While the number of faculty engaged in R&D rose 3% from 1954 to 1958, the number of faculty members engaged in full-time R&D rose almost 50% to 10,400. Almost 70,000 scientists and engineers in U.S. colleges and universities—44% of the 157,000 total—were engaged in R&D in 1958. Of this 70,000, 47% were employed in the life sciences; 26% in the physical sciences; 17% in the engineering sciences; and 10% in the social sciences.

John H. Mathewson, Assistant Director of the Institute of Traffic and Transportation Engineering at UCLA notes that "in the 15 to 24-years age group . . . car accident are the leading cause of death." For each aviation death \$500M is spent on research aimed at preventing future accidental fatalities; \$40M for each polio death; \$360M for cancer; \$87M for heart disease. For each traffic death, the figure is \$2.50. (Meaning?)

\$35,000,000, the largest anonymous gift in the history of American universities and colleges, was given in July to Princeton University and designated as the Foundation X grant towards the establishment of a graduate program designed to train personnel for decision-making positions in public affairs. Gardner Patterson, Director of

Princeton's Woodrow Wilson School of Public and International Affairs, is heading a committee to plan the use of the gift. President Robert F. Goheen of Princeton declared that the University would strive to "establish education for the public service at a level of excellence comparable to the country's best schools of medicine and law."

### Studies and Programs

A recent National Science Foundation study shows that scientists, engineers and technicians make up 10% of personnel in state government agencies. Nearly 97% of the scientists, engineers and technicians covered by the NSF survey were employed in three broad agency grouping: public works and highways, health and welfare, and agriculture and conservation. Employment of scientists fell into the following descending order: biology, agriculture, medical scientists, psychologists, chemists and geologists and geophysicists. Most technicians were either engineering or physical science aides, with surveyors, draftsmen and technicians in the life sciences.

At Stanford U., K. J. Arrow and H. B. Chenery, with \$84M, will undertake a study of technology and resource allocation; Marc Nerlove, with \$34M will study econometric methods of measuring behavior.

The Department of Education at the U. of California continues its 5-year study of school administrators with a \$17.5M grant from the U.S. Public Health Service. Started in 1959, the project seeks to identify the qualities of a good school administrator, the kinds of people who should go into various phases of school administration, and the best ways to prepare them for these administrative careers.

During the summer, Michigan State U. undertook a new program to "help prepare the American professional worker and his family to work and live more successfully in other cultures and countries." According to Francis C. Byrnes, MSU consultant in International Programs, "Professional or technical skill by itself is not sufficient to assure successful performance abroad . . . technical,

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economic or social change depends first of all upon the ability to communicate and cooperate with the people of the host country." The 30 participants in this program will soon go abroad on technical assistance projects sponsored by the International Cooperation Administration.

Northwestern U. held a summer workshop in cooperation with the Carnegie Corporation for the purpose of making World History courses "truly studies of the whole world's past—not just Europe's." Under the direction of L. S. Stavrianos, NU history professor, the workshop comes at a time when reports show world history to be the most rapidly growing social studies course in American secondary schools.

In 1960 the Ford F. granted \$2.50 million to the American Council of Learned Societies for a 5-year program to strengthen the teaching of American Studies in European universities. It has now been implemented that this program will concentrate upon the provision of fellowships to junior faculty members of European universities to enable them to further their specialization in some branch of American Studies through a 1- or 2-year study and research period in the U.S.

National Institute of Health (Allergies and Infectious Diseases Section) of the U.S. Public Health Service has granted \$2 million to Louisiana State U. to establish an international center for medical research and training.

With the aid of 56 National Science F. grants totaling \$716M, mathematicians, scientists, and engineers will develop apparatus to help modernize instruction in their fields in schools and colleges throughout the country.

The U. of Texas Psychology Department is now sponsoring a symposium on "Personality Change" that will run through next March.

The American Psychological Association has obtained a grant in the neighborhood of \$200,000 from the National Science Foundation for a study of scientific communication, including the circulation and uses of scientific and professional journals, and patterns of contact among members of the same and different disciplines.

The Seventh Annual Conference of the Advertising Research Foundation will be held on October 3, 1961 at the Hotel Commodore in New York City. Main subjects of discussion will be: New Techniques in Visual Research; Evaluating Mass Media; and Evaluating Special Market Media.

## Foundations

Ford F. recently granted \$2.3 million to Indiana University for program of non-Western studies; \$100M to American University at Cairo for study of resettlement problem arising from Aswan Dam project; \$431M to Institute of International Education for fellowships. Ford gave \$102M to nine professors for research in law, public affairs, international and foreign legal problems; and \$38M to Council for Advancement of Small Colleges. Ford appropriated \$4.7 million to expand experiments to improve education of children in blighted neighborhoods and to support selected city demonstrations of approaches to human and physical problems of urban blight; \$430M to Social Science Research Council for 10-year operating support; \$160M to Council on Social Work Education; and \$140M to help establish national association among nonprofit homes for aged to be sponsored by National Council on the Aging.

Foundations' Fund for Research in Psychiatry gave \$250M each to Chicago, Columbia, Yale and U. of Utah medical schools.

Campbell Soup Company brings to \$1.5 million its educational gifts for this fiscal year by granting \$341M to 41 colleges and universities in U.S. and Canada. US Steel Foundation gave \$2.7 million for an aid of education project to benefit 732 liberal arts colleges, universities, institutes and 27 other organizations. Gillette Company gave \$500M to MIT, and Firestone Tire & Rubber Co. gave \$250M to U. of Akron for 27-acre urban renewal acquisition.

The Carnegie Corporation awarded \$150M to U. of Oregon for training and research in international studies and overseas administration. The University's Institute of International Studies and Overseas Administration is already operating in the Philippines and South America under a \$100M 3-year Ford F. grant. This recent grant will be used primarily for resident graduate fellowships at Oregon. Carnegie also gave \$475M to MIT and \$200M to U. of California toward program of training on the politics of transitional societies; \$300M to Center for Programmed Instruction to support experimental program and information services; \$348M to UC, U. of Texas, and Social Res. Council for research on how the brain organizes, stores and uses new information; \$100M to Educational Testing Services for research on evaluation of self-teaching devices.

ON THIS MONTH'S COVER: An early biometric survey. The units called "foot" in medieval and modern Europe are conventional ones, based on ancient standards derived scientifically from the units of weight and are usually longer than the human foot. Even with the recent increase of human stature, few men have a foot of twelve English inches. In 1520, the geometer J. Kobel thought that the unit called "foot" or "*Schuh*" in German should correspond to a typical foot or shoe. He suggested that an average be determined by letting "sixteen men, tall and short, taken more or less as they come out of church, place their shoes one after the other, and since one will have a foot or shoe longer than another, the total length be divided in sixteen parts."

# The New Soviet Social Science

## The Death of Dialectical Materialism

*Pravda's publication, on July 30, of the USSR Communist Party's new program reveals a strong concern for science, with some novelties.*

The most striking element of the program is what was left unsaid. In the entire text, equal to a book of over a hundred pages, the words "dialectics" and "dialectical materialism" never occur. Considering their obsessive presence in prior political and scientific writings, the fact will be immediately noticed by Soviet readers. The text remains faithful to the political terminology of what is called Leninism; but the philosophical aspects of Leninism are completely ignored: all that remains of them are rare occasional phrases such as "basic, objective laws applicable to all countries." It would seem that dialectics and dialectical materialism are included in the condemnation of "dogmatism and sectarianism, which cannot be reconciled with a creative development of revolutionary theory."

On the positive side there must be noticed the stress on science as an international phenomenon, without any reference to "socialist science" and to "bourgeois science" in the area of the natural science. Nor has the conflict between Marxist doctrine and genetics yet been solved. For the sake of scientific progress in the natural sciences, the party is willing to discard the philosophical foundations of Marxism. It would seem that dialectical materialism is completely dead in the realm of natural sciences; how much it is dead in the social sciences, the reader can judge by himself from the excerpt. The specific reference in the program to large scale applications of cybernetics is interesting. It must be noted that cybernetics, the study of self-regulatory mechanisms, even though materially based on mathematics and physics, has far-reaching implications for biological and social sciences. Apparently, the Communist Party is get-

### The Tasks of Social Science

From the text of the draft program of the Soviet Communist party, to be presented to its Twenty-second Congress in October:

#### TOPICS OF RESEARCH

There must be intensive development of research work in the social sciences, which constitute the scientific basis for the guidance of the development of society. Most important in experience gained in Communist construction, investigation of the key objective laws governing the economic, political and cultural progress of socialism and its development into communism, and elaboration of the problems of Communist education.

The task of economic science is to theoretically generalize new phenomena in the economic life of society, and to work out the national economic problems whose solution promotes successful Communist construction. Economists must concentrate on finding the most effective ways of utilizing material and labor resources in the economy, the best methods of planning and organizing industrial and agricultural production, and elaborating the principles of a rational distribution of the productive forces and of the technical and economic problems of Communist construction.

The investigation of the problems of world history and contemporary world development must disclose the law-governed process of mankind's advance toward communism, the change in the balance of forces in favor of socialism, the aggravation of the general crisis of capitalism, the break-up of the colonial system of imperialism and its consequences, and the upsurge of the national-liberation movement of the peoples.

It is important to study the historical

experience of the Communist party and the Soviet people, the objective laws of development of the world socialist system and the world Communist and working-class movement.

The social sciences must continue to struggle with determination against bourgeois ideology, against Right Socialist theory and practice and against revisionism and dogmatism. They must uphold the purity of the principles of Marxism-Leninism.

#### RESEARCH INSTITUTIONS

Close ties with the creative labor of the people and practical Communist construction are an earnest of a fruitful development of science.

In conformity with the demands of economic and cultural development, it is essential to extend and improve the network of research institutions, including those attached to the central bodies directing economic development and those attached to the economic councils, and the network of research laboratories and institutes at the major industrial plants and in farming areas, to develop research at higher educational establishments, to improve the geographical distribution of research institutions and higher educational establishments, and to insure the further development of science in all the union republics and major economic areas.

#### Wider Role for Scientists

The research institutions must plan and coordinate their work in the most important trends of research in accordance with the plans of economic and cultural development. The role of the collective opinion of scientists in directing scientific work will increase. Free comradely discussions promoting the creative solution of pressing problems are an essential condition for scientific development.

ting into the more dangerous social sciences by the back door, as the U.S. National Science Foundation has been

doing, by supporting brand new, terminologically obscure, and "hardware" areas first.



# How Executives Handle "Hot" Questions

by Keith M. Henderson



*Mr. Henderson of the University of Southern California's School of Public Administration reports his use of content analysis to examine the practices of governmental executives in coping with sensitive interview questions. In an extensive sample, less than 40 per cent of interview questions received unequivocal answers. We suggest that social science moves in part by the ramifying use of technique, and feel that Mr. Henderson has broken open a new area for content analysis. It is an area of substantive importance and of considerable scope, for the interview is a primary means of communicating organization activities to a group's participants, clientele, and the larger public.*

Much attention has been given to the executive as an interviewer (employment interviewing, counseling, evaluation interviewing, etc.) but very little to his role as an interviewee.

In government, the chief executive, department head, division chief, or other high-level executive is often called upon to answer questions in a newspaper, magazine, or television interview or before a legislative body. The questioning may be sympathetic and pre-arranged for publicity purposes, as when officials of the Internal Revenue Service are interviewed concerning the procedure for filing income tax forms, or it may be pointed and critical probing, as when a persistent newspaper reporter is attempting to get a story. In order to deal successfully with the latter type of questioning, certain skills and techniques must be brought into play by the executive.

An observer's frequent initial impression is that governmental executives, as well as politicians, frequently do not respond unequivocally to the questions presented to them. They often seem to give highly qualified responses or responses that do not satisfy all the demands of the question. They appear to speak in a vague and general way about the topic mentioned in the question, frequently focusing on a different issue than that presented by the question. They may reject, explicitly or implicitly, some part of the question or give reasons

for being unable or unwilling to respond.

In an effort to explore this little-known aspect of executive behavior, a content analysis was made of the responses of 49 randomly-selected executives in responsible positions in federal, state, and local government to a total of 1,218 questions posed by journalists and legislators. The content analysis focused upon the degree of evasiveness in the responses, and the major areas of the analysis reflected the various possible approaches to questions, such as the direct approach, the indirect approach, verbalized question problems, and verbalized response problems.

## The Procedure

Transcripts were obtained representing 49 separate interviews of high-level governmental executives by journalists and legislators. The journalistic interviews took place on television programs or were recorded in popular news magazines. The legislative interviews were portions of formal legislative hearings.

The sample of 49 interviewees and 1,218 responses comprised a cross-section of appointed (as opposed to elected) officials at the highest levels of federal, state, and local government. The federal level included cabinet members, bureau chiefs, and high-ranking military officers. The state and local levels included department heads and top staff advisors. The interviews covered the period from

December 1955 to September 1960.

All responses to questions in the transcripts were analyzed in terms of a content analysis classificatory scheme, except for those lacking a measure of potential threat such as queries regarding name, position, state of health, etc. Publicity efforts that merely assumed the form of interviews as a means of presentation were also excluded.

Each question and its response was divided into question elements and response elements. A question element consisted of a single question or comment by the interviewer; a response element was the portion of the utterance of the interviewee which was treated as the unit of analysis. Since the sentence was chosen as the unit of analysis, with a few exceptions each sentence was a separate response element. These elements were coded and the codes placed together to form a profile of the particular question and its response.

## The Content Analysis

The response categories for this study, which were developed after much experimentation, consisted of 13 "Basic" categories, four "Additional" categories, and two "Comment" categories. The Basic categories identified the essential elements of the response to any given question. The Additional categories identified elaborative or explanatory material accompanying the essential response elements and the Comment categories identified inci-

dental comments of the interviewee concerning the nature of the question or the response.

A response usually contained only one Basic response element. However, an interviewee might have used more than one approach to a question and

ized Question Problem response element).

The full classificatory scheme is shown below along with possible "answers" to the question, "Do you think X area should be annexed to your city?"

jective of the question without going outside the framework presented by the question. In the case of a closed question offering a yes-no choice, only these two or equivalent expressions were considered within the province of Category 1. Category 2 contained

## Content Analysis Classificatory Scheme

### QUESTION ELEMENTS

CODE	CATEGORY	EXAMPLE
A	Closed question	Do you think X area should be annexed to your city?
B	Open question	What is your opinion on the annexation of X area?
C	Comment of interviewer	There has been much discussion of annexation.

### RESPONSE ELEMENTS

CODE	CATEGORY	EXAMPLE
1	Direct, without elaboration or explanation	No.
2	Direct, with elaboration or explanation <sup>1</sup>	No. This area would cost more in services than it contributes.
3	Direct, with restructuring or qualifying	I do not think any area should be annexed to our city at this moment.
4	Direct, with restructuring or qualifying and elaboration or explanation	I do not think any area should be annexed to our city at this moment. Problems of service would not be solved by annexation.
5	Direct—partial	That should depend upon the wishes of the property owners in X area.
6	Additional direct statement	The petition for annexation was circulated in 1959.
7	Indirect	We are not in favor of annexation just to grow.
8	Additional indirect statement	An alternative to annexation is incorporation.
9	Verbalized Question Problem—comment	That is a very difficult question.

10	Verbalized Question Problem—correction or restructuring without answering	The issue is not whether X area should or should not be annexed.
11	Verbalized Question Problem—counter-question	What do you include in X area?
12	Verbalized Question Problem—statement of lack of understanding of meaning	I do not know what you are including in X area.
13	Additional Verbalized Question Problem—statement	Your question assumes that there is such a move underway.
14	Verbalized Response Problem—comment	Let me address myself to that point in this way . . .
15	Verbalized Response Problem—explicit refusal	It would be better if I didn't express an opinion on that.
16	Verbalized Response Problem—lack of information, insight, or consensus	I don't have any information on the proposal to annex.
17	Verbalized Response Problem—untimeliness of question	It's too early to take a stand on that one.
18	Verbalized Response Problem—misdirection of question	I'm not the right person to answer that question.
19	Additional Verbalized Response Problem—statement	I'm sorry, but you can see why it's impossible for me to give an opinion.

<sup>1</sup>These are the only two categories that identify completely unequivocal replies.

hence have shown more than one Basic response element. For example, he may have focused his speech on another area than that offered by the question (Indirect response element) and also remarked on the form or intelligibility of the question (Verbal-

Explicit criteria determined the coding of response elements. In order to be classified as Direct without elaboration or explanation (Code 1), the response of the interviewee had to be the shortest, most direct possible statement that fulfilled the apparent ob-

response elements that fulfilled the question objectives and provided additional elaborative or explanative material that did not detract from the essential answer. Categories 1 and 2 identified the completely unequivocal replies. The remaining Basic cate-



gories identified response elements that, for one reason or another, did not completely fulfill the apparent objectives of the questions. However, the term equivocal was not intended to carry a value comment on the sincerity or artifice of the interviewee.

## Findings

A tabulation of the frequency of items in each category of the classificatory scheme is shown below (the codes are explained in the Content Analysis Classificatory Scheme, above):

CODE	NUMBER	CODE	NUMBER
A	946	8**	480
B	326	9***	27
C	251	10*	42
		11*	29
Total	1,523	12*	10
		13**	49
1*	184	14***	16
2*	296	15*	25
3*	85	16*	54
4*	105	17*	20
5*	128	18*	25
6**	1,130	19**	43
7*	321		
		Total	3,069
		* Total Basic	1,324
		** Total Additional	1,702
		*** Total Comment	43
			3,069

As would be expected, the highest frequencies were in the Direct and Indirect Additional categories, which represent all statements accompanying the initial Basic statements.

The Basic category containing the greatest number of items was 7 (Indirect), followed closely by 2 (Direct with elaboration or explanation). Combining the two categories containing completely unequivocal replies (1 and 2) resulted in a total of 480 unequivocal response elements—certainly a surprisingly small number. The other Basic categories contained a total of 844 response elements.

For a legitimate comparison of the

equivocal and unequivocal categories, it was necessary to take account of the fact that more than one Basic response element was included in some of the responses. It was also necessary to eliminate the Additional and Comment categories from the comparison. On this basis, the overall percentage of unequivocal responses was 39.6 per cent. In other words, only 39.6 per cent of the responses analyzed fulfilled the information-seeking objectives of the questions. Governmental executives who pride themselves on their straightforwardness and inter-

viewers who pride themselves on their resourcefulness should take note.

The content analysis has value in describing the manifest content of communications in terms of the categories applied to it. However, the findings are not conclusive and are open to several possible interpretations. Further studies may offer greater insight into the reasons why governmental administrators' responses to questions often seem equivocal. Perhaps the best explanation will be found by exploring the political milieu in which the executive operates.

## What's that you say?

Reading isn't the only way to the educator's heaven. There is the small matter of listening. Ralph G. Nichols, head of the University of Minnesota Department of Rhetoric and President of the Speech Association of America, told the 1961 Summer Speech Conference at the University of Michigan that "there is a belated but very real awakening in American education today to the fact that listening as well as reading must be given direct attention in school."

He cited American industry for its dramatic recognition of the value of proper listening, saying that "a somewhat sudden realization a few years ago that there is clear-cut dollar value in having employees who listen well has resulted in a number of training programs designed to achieve that end." He predicted the use of a "listening index" within a few years in hiring employees. The index will be derived from standard tests of listening comprehension, Nichols said. Eventually, the index may be used as an additional criterion for the screening of candidates for medicine, law, or other types of professional training.

Learning to concentrate is the most important aid to good listening, Nichols said. He prescribed this practice program: for one minute of every hour, give your fullest listening attention to a person talking, even if it's a four-year-old talking. If no voice is available, pick a sound—an airplane overhead, a bird's song, the hum of a machine. It's harder than you think, but it will greatly improve your listening.

According to one study, Nichols noted, we spend about 70 per cent of our waking day in verbal communication, 45 per cent of which is listening. Other studies suggest that most of us are influenced even more by what we hear than by what we read.

"Training in listening is at least as important as visual training, because there are certain economies in learning through the ear rather than the eyes: the eye is a focusing mechanism while the ear is multi-directional, the ear is generally quicker than the eye, and the ear is more durable than the eye."

# Democracy and Destructiveness

by Nathan Leites



*Dr. Nathan Leites of the RAND Corporation, author of The Operational Code of the Politburo and other works, is presented here in an article, written in 1949 but hitherto unpublished, on some dynamics of human nature as they relate to democratic beliefs. Dr. Leites asserts, first, that too many discussions of democracy, including many learned ones, neglect or refuse to put forward their ultimate preferences for a certain kind of man and society. Ultimate preferences about human nature cannot be challenged by logical empiricism. Ultimate generalizations about human nature can be challenged by the so-called scientific method and tested for conformance to events.*

*Secondly, given ultimate preferences about human nature, which are compatible with the scientifically tested limitations of human nature, one may build a "democratic" system—that is, a system wherein the environment is guaranteed, to put it exaggeratedly, to produce democratic people conforming to the ultimate preference.*

*Thirdly, the contributions of political scientists to our knowledge of late environment, and that of psychologists to early environment, help to tell what is necessary to adjust men to a society which permits democratic human activities as defined by the irreducible, ultimate preferences on which we may agree!*

*Dr. Leites asserts in conclusion that democracy may be threatened, not only by communist aggression, but by uncontrolled destructiveness or badly controlled destructiveness that results in moral uncertainty and dysfunctions of conscience.*

My aim here is to formulate a number of separate points, without always making their interconnections and their varying degrees of contentiousness explicit.

## Fact and Preference

(1) "Political theory," as usually practiced and understood, contains two classes of propositions which it seems relevant to distinguish for many purposes: on the one hand, certain fact-statements; on the other hand, certain preference statements. Take the affirmation that there is a positive relationship between the degree of equality in the distribution of income, and the chances of emergence and stability of political democracy. On the other hand take the affirmation that persons fulfilling certain biological and psychological requirements *should have* equal rights in certain kinds of political participation. If we decide to define the logical term "proof" so that we may speak of "proof" in both cases,

the kinds of "proof" appropriate to the two classes of statements would be rather different.

(2) A "political theory" preference statement in favor of "democracy" may be an *irreducible* one; that is, "democracy" may be an ultimate object of positive valuation, as "happiness" or "justice" sometimes are. Usually, of course, in Western culture, "democracy" has been, and is, an object of *reducible* positive (or negative) preference statements. That is, preferences for democracy are usually derived (or derivable) from other preferences (ultimately, irreducible ones) and from fact-statements alleging certain conditions under which they are realized. For example, one may start out with an irreducible preference for "freedom of worship"; one may then come to believe that in certain "historical conditions" freedom of worship is maximized when there is "political liberty"; and hence derive a preference for "democracy."

(3) A preference for democracy can

be—and has been—derived in various ways in the context of Western beliefs as to what is and what ought to be. Democracy may be—and has been—postulated on the basis of affirming (in a variety of languages of "theory") that the subjects of government know best (though not necessarily clearly) what's good for them. Or it may be derived from the "relativist" belief that no preference is "certain"; and hence that none should be imposed by extreme means.

(4) A fact statement—such as the one affirming widespread insight into one's needs—may thus function as a *premise for preferring democracy*. A fact statement—such as the one affirming the pro-democratic impact of but moderate inequality in the distribution of income—may also function as indicating a *condition of practicability* of democracy. These two classes of fact statements may, in the system of any given political scientist, be identical, or entirely non-overlapping, or overlapping to various degrees.



## Destructiveness in the Democratic Frame

(5) Suppose psychologists had defined to our satisfaction the personality trait "low destructiveness." (I do not at this moment propose to spend time on such a definition, but to rely on our common understanding of the term; various elements of what may be a convenient definition will be mentioned in the rest of this discussion.) The events designated by this term would then appear to occupy a three-fold position within the theory of democracy. First, the usual definitions of "democracy" include of course limitations on overt destructiveness. Second, postulations of democracy frequently include the point that *homo* need not entertain as a major end or a major means that of being *homini lupus*. Third, considerations of overall conditions fostering the emergence and survival of democracy frequently refer, implicitly or explicitly, to the strength of considerateness and benevolence in interpersonal relations. Thus "low destructiveness" is a frequent element of the definition of, and preference for democracy; and a frequently assumed condition of its practicability.

(6) The intensive analysis of the "destructiveness" aspect of human beings has in recent decades to a considerable extent been undertaken by human scientists whose departmental designations begin with the word-part "psych": "psychologists," "psychiatrists," "psychoanalysts." The intensive analysis of "democracy" has been largely the domain of human scientists calling themselves "political scientists." This difference of names seems irrelevant for the problem at hand.

(7) A given human being at a given moment in time may be placed (if we had—as of course we have not—perfected our language and observations sufficiently) at a certain point within a continuum of destructiveness ranging from very low to very high. We would then speak of "low" destructiveness if a person's position falls within a certain appropriately—and

"arbitrarily"—demarcated sector within the continuum I mentioned.

It is obvious that different persons—and the same person at different times—occupy different positions on this continuum. It is also probable that the average positions of the members of at least some different groups are significantly different. The question of human science is then: what are the "laws" governing the occupancy of positions on this variable?

(8) Although this problem has of course been as yet only very partially solved, it seems already possible to predict with some confidence certain formal aspects of future solutions. One of them is as follows: the level of destructiveness of an adult depends on the whole of his career-line. More particularly, we may single out two sectors of his total experience which are apt to be of considerable weight: the *current* environment he is reacting to (e.g., words of a leader of a party not my own which manifestly present my party as a fatal danger to the Republic); and *early* environments which are apt to set up enduring—though by no means unmodifiable—tendencies to feel and act according to certain patterns (e.g., not to take certain kinds of hostile words too seriously).

"Political scientists" have been particularly interested in relating feelings and acts in *politics* to their *current* political environment. Certain kinds of "psychologists" have been particularly concerned with relating feelings and acts of adults in their *private* lives to their *early* environment. Progress in insight into the conditions of high and low destructiveness depends on a fusion of these two orientations. "Human nature" is neither benevolent nor malevolent; human beings are malevolent-benevolent in different degrees and nuances when they have had differing experiences. What are the experiences—in the past and in the present—reducing the incidence of malevolence?

## Dynamics of Destructiveness

Let me just point to a few foci of

work in progress bearing on this problem.

(9) One major point of much contemporary research in this area is this: human beings are often considerably more "moral" and "immoral" than they feel themselves to be. Both our unconscious conscience and our unconscious impulses are apt to be more extreme than our conscious ideals and wishes. Their extremism has, prominently, the nuance of destructiveness—in the service of imagined self-preservation, power, vindictiveness, or punishment of self or others for imagined sins.

(10) To some extent (we do not yet know which) the strength of unconscious destructive strivings is independent of variable arrangements in the individual's experience with other human beings. Thus the fact that the human organism starts life with a protracted period of helplessness has a massive impact. But there is equally no doubt that known and possible varieties of human experience make for considerable differences in the strength of destructive strivings. Certain connections in this area (such as the impact of great early harshness) are well-established, and have indeed become commonplaces. But while it may by now be easy to indicate certain arrangements to avoid, if we want to minimize unconscious destructiveness, it is still very difficult to point to what should be done. In fact, there is evidence that certain efforts oriented on the fear of inducing destructiveness in the process of socialization either do not reach their aim, or attain it at high cost to other values.

(11) Given a certain level of unconscious destructiveness, human beings have still, as it were, a "choice" among a variety of "mechanisms" for "handling" it. The mechanisms used will determine the derivatives of unconscious destructive strivings in feeling, thought, and action; they will therefore be of direct relevance to the viability of democracy. Here the decisive scientific questions are: under what conditions will a certain mechanism—say, "projection"—be used to

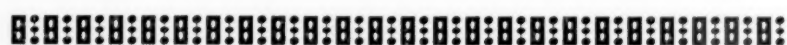
manage destructive strivings; and what consequences will its use have for democracy? And here again I must immediately add that research is yet in its initial stage. Furthermore, here too certain negative points are clearer than the positive ones. For instance, one important mechanism to reduce anxiety about my destructive strivings is to assure myself that there are agencies in the external world—parents, for instance, or “leaders”—who will either stop my acting on the promptings of “the pig-dog within me,” as some Germans used to say; or who—being externalized consciences—will reduce the guilt accompanying destructive behavior which they approve. “Political liberty” may for such personalities be accompanied by the fantasy, laden with (not always conscious) guilt and anxiety, of being

overwhelmed by inner badness; they will hardly be its devoted defenders.

One of the many alternative mechanisms to deal with destructiveness is to put it at the disposal of the kind of conscience which is manifestly most concerned with the failings of others. Instead of being, for example, selfishly vindictive, we may become selflessly indignant. When much destructiveness infiltrates into the conscience in this way, my sense of the absolute rightness of certain specific arrangements in society may become so intense that I feel it to be wicked to tolerate the wrong just because the majority favors it. The value of freedom will tend to rank lower in my value hierarchy than the value of certain ways of using it. This, of course, tends to disintegrate democ-

racy, which may thus to some extent depend on limiting the infiltration of destructiveness into conscience.

But here again there are undesirable potentialities on both sides of an optimal position. Democracy is threatened today not only by a fanaticism like that of certain communists. It is less obviously, but not necessarily less potently, threatened by the opposite secular Western trend of moral uncertainty which manifests itself, for instance, in the presumable decline of the capacity for moral indignation. The trend towards moral atrophy is as obscure to our understanding as it is relatively unique in available records of cultures. The dysfunctions of the conscience may be one of the major studies of the scientists of democracy.



Life in America does change foreign students' thinking on the rights and wrongs of their everyday conduct, according to a report by M. Robert B. Klinger, U-M International Center counselor. He distinguishes between groups of male American and foreign students as to their “expressed moral values.” Nearly 600 American freshmen and graduates, Arabs, Chinese, Indians, Colombians and Venezuelans, and Turks were carefully questioned on the moral values of conducts ranging from telling a “white lie” to use of habit-forming drugs.

The newly-arrived foreign students show a greater agreement on moral values than those who have been here for some time: “the sojourn apparently leads to greater variation among them,” Klinger reports. Also, he adds, “in general, groups agree more on values when they are older, married, and further advanced in education.”

How a foreign student, like an American student, is an individual before he is anything else, though he is not wholly free of his home culture, impresses the Michigan counselor.

## The Morality of Foreign Students in America

“The differences among foreign students as individuals, even among those from the same country, are considerable. The individual is still unique and defies generalization.” As cultural groups, while they all condemn such behavior as drunk driving, “there are certain actions that appear to be extremely different for various cultures,” Klinger adds.

The findings suggest certain implications for those who deal with foreign students, he notes:

“Americans in the university community are likely to find most Indian Hindus ‘very different,’ Arab Moslems ‘too strict,’ Turks and Latins ‘too lenient’ in such behavior as drinking.

“The faculty should be pleased at the attention most foreign students give to minor rules such as not cutting classes, being prepared, not cheating. A foreign student caught violating these rules may be as severely condemned by his fellow countrymen as by the teacher or administration. In fact, he

may accept any punishment imposed if only the delinquency will be kept hidden from his group.”

In summarizing the findings on each group, Klinger reports:

*The U.S. Graduate Protestants:* “Compared to the foreign students, they tend to be less severe in judging extreme actions as bad or good. They differ most from the Indians and least from the Chinese. They tend to be less strict than all foreign student groups on school and classroom rules, room cleanliness, and nakedness. They show racial bias in tending to consider it bad to marry a person from another race.”

*The Arab Moslems:* “This group is the most severe of all in its judgment of what is very right or very wrong. They tend to consider it more wrong to disobey minor rules, to be naked, not to be clean in one’s room or to be prejudiced. Only on two items are they less strict than the U.S. Graduate Protestants: helping others even though inconvenient and marrying a person from another race.”

(continued on page 17)



# Topics and Critiques

## Soviet Planning: How Was the Puzzle Put Together?

The impressive platform of the Soviets as reported on page 4, must thrill true believers in social planning—until one remembers the American political platforms and how a bag of hot air can appear to contain the wisdom and goodness of the ages.

For example, how did the Communists, without any reference to population growth and size, make predictions and projections about every phase of the economy and society? Also, for instance, how did they interrelate means and consequences in offering, at various points of their program: happy mothers who exalt motherhood but participate increasingly in work and social activities; lighter and better paid jobs for women; more time off for pregnant women; reduction of domestic work and communal eating; grants for unmarried mothers; expansion of children's boarding schools, if parents desire them; moral purity, modesty and guilelessness in social and private life; mutual respect in the family and concern for the upbringing of children; more and better housing. Call it planning if you wish, but we suspect it will end up as "muddling through."

## No Geriatric Field?

What makes a new discipline? Who controls or can control the process? No one knows, but with new fields constantly forming we should find out.

Writing in the July issue of "The New Physician" magazine, Dean William N. Hubbard, Jr. (M.D.) predicts "that geriatrics will become an increasingly important part of the teaching of each of the medical specialties (ophthalmology, gynecology, psychiatry, etc.), but in all probability will not become established as a separate specialty."

He also said the greatest obstacle today to effective medical education in the field of geriatrics is "the lack of a substantial body of scientific information which defines and describes the process of aging." Senility, the difference between chronologic and biologic age, changes in bone and muscle tissue, and the onset of malignant disease are typical problems of aging which are now only partially understood.



## Pseudo-Policy Science

Though we like to think of ourselves as hard as nails, we are upset by the way some geneticists and zoologists (usually the ones who get the most publicity) move into public policy science. We felt queasy about Dr. Kinsey's pronouncements when he was alive, whatever our regard for his mental bravery and high ability. Now the journal *Daedalus* touts the works of geneticist Hermann J. Muller. We quote their release:

"Nobel Laureate geneticist Hermann J. Muller asserts that those persons with the intelligence and character most needed for racial survival in the twentieth century are the very ones who are reproducing themselves the least. The highest rate of reproduction, on the contrary, is among people 'dominated by superstitious taboos,' unduly egotistical, heedless of

one another's needs, shiftless, and bungling.

Writing in the Summer issue of *Daedalus*, the quarterly journal of the American Academy of Arts and Sciences, Dr. Muller says, 'We cannot extrapolate from the past to the future and say that our cultural advance will continue to result in biological betterment . . . There is evidence from more than one direction that in man, at least one person in five, or twenty per cent, carries a detrimental gene which arose in the immediately preceding generation.'

Dr. Muller predicts that so long as genetically defective persons continue to reproduce, man will come in time to depend entirely for survival on the highest techniques of civilization. At the same time, he will be devoting a far greater proportion of time and effort than now in supporting the social burden of the whole community.

'The task of ministering to infirmities,' says Dr. Muller, 'would consume all the energy that society could muster, leaving no surplus for general cultural purposes . . . The most effective method of positive genetic selection at present feasible in man is, of course, artificial insemination . . . It should be recognized that the couple concerned, as well as the physician, have performed a service to mankind that merits not disgrace but honor.'

'The immediate job,' he writes, 'is to make a start at getting a genetic

## An Interuniversity Facilities Center

A large facilities planning effort for eleven of the Midwest's largest universities is under way at the University of Wisconsin. Called the University Facilities Research Center, and directed by Prof. William S. Kinne, Jr., it will be a clearing house for exchange of information and a depository for materials from around the nation. Car parking structures, major audio-visual installations, flexible research areas and equipment, and student housing are some of the needs and problems falling within the scope of the UFRC, of which The Council of Ten and The University of Chicago are members.

"Operation Bootstrap" incorporated into our mores, by precept and, where feasible, by example. A modern and free attitude toward such a genetic method, he believes, will offer future generations the genetic background with which to meet the problems of their society."

The men from the "hard" science side of behavioral science, like the natural scientists, are generally inattentive of the question: Who stands at the switch, to execute our policies?

Let us go back to the year 1792 for an illustration. Here we have a Dutch anthropologist's demonstration of

what the science of man shows the relations of animals and races to be.

Such incidents in the record of science are not common. Nathaniel Weyl recently published a work called *The Negro in American Civilization* which clutches at every scientific and pseudo-scientific straw to save the doctrine of the psycho-biological inferiority of Negroes.

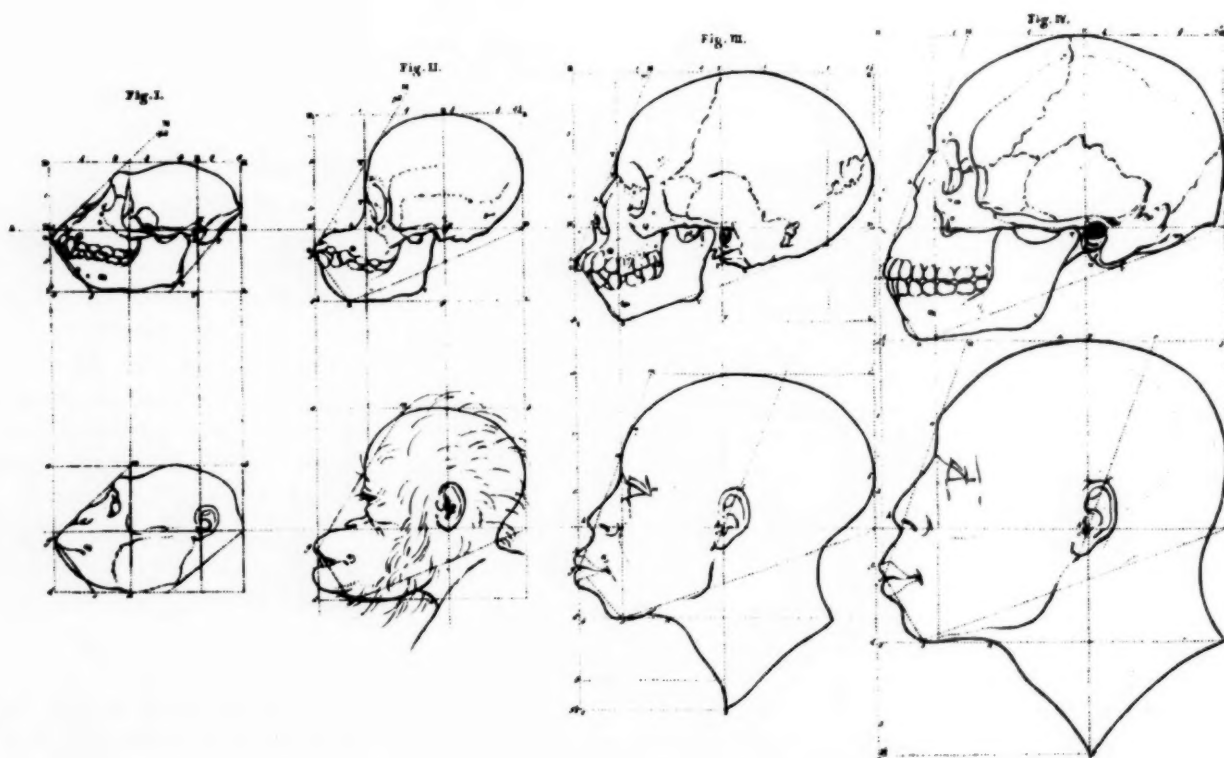
We should be naive to believe that a scientist must be *ipso facto* innocent of creating racial problems, or social problems of every sort. It is pseudo-policy science when an analytic sci-

ence jumps directly to a synthetic public policy recommendation.

## The New Posture of the Social Welfare Profession

(Part of a report by Robert E. Bondy, Director of the National Social Welfare Assembly, to members and friends of the Assembly)

Willingness to respond to the question of who can do it best keynotes the relationship of voluntary and governmental social welfare services for people. As we have become better



Skulls and heads of a monkey (Fig. I), an orang-outang (Fig. II), a Negro (Fig. III), and a Kalmuck (Fig. IV) arranged by the Dutch anatomist Petrus Camper to illustrate his conception of the *facial line* and *facial angle*. The *facial line* is drawn from the forehead to the upper lip; it forms a *facial angle* with a line drawn from the base of the nose to the auditory opening. This idea of a gradation of head forms in the animal kingdom was used by some writers, though not by Camper himself, to support the thesis that there were several species of men, the Negro being the lowest in the scale of being. The illustration is from Camper's *Physical Dissertation on the Real Differences Presented by the Facial Traits of Men of Different Countries and Different Ages* (Amsterdam: 1791).

(From John C. Greene, *The Death of Adam*, 1959, p. 191, copyright by the Iowa State University Press, now also published in a Mentor Book.)



acquainted with each other our understanding has deepened. We recognize that as the way for public programs of today was paved by voluntary effort, so we now must together search for answers to the new problems brought on by automation, by unemployment, by new calls for help from other lands. Together we consult and plan, delineating characteristics of and principles involved in each situation as it arises. We have shown that we can develop a common approach to specific areas of concern, as in the care of needy children. We have learned to involve key citizens in our work, to be flexible in our structure and in our program content. Increasingly we are dedicated to achieving the well-being of people rather than promoting institutionalism or organizationalism. Voluntary and governmental agencies stand together for the full use of our resources in behalf of people. In the pages of this Letter will be found a variety of specific Assembly program activities that support these comments.

*The social welfare manpower picture* has shown marked changes in the decade just closing. The meaning of these changes for the field was discussed at the June meeting of the Committee on Personnel. In the governmental agencies there are fewer public assistance workers than in 1950, more child welfare workers. In the voluntary field, there are fewer group workers and more community organization workers. Social workers as a whole are older than in 1950, but the men are younger. The number of men in social welfare almost doubled while the women added 25%. The number of men in executive positions show five times as large an increase as the women. The proportion of social welfare workers in the population increased by 7%, the larger increases being in governmental agencies and in the West.

Educational qualifications are somewhat higher; salaries, starting low in 1950, show 76% gain in the decade.

Taking into consideration cost of living based on Consumer Price Index, the net gain in real earnings was just over 43%, a figure further offset by increased taxes. There are still, however, 7% of the social welfare workers and 13% of the recreation workers receiving less than \$3,500 a year; and only 4% and 2% who are paid \$10,000 or over a year. Men are paid more, as are those with graduate education. For the most part salaries in the metropolitan areas of the Pacific Coast are highest.

*Sensitivity to intergroup problems*, information about ways to implement anti-discrimination laws, and genuine commitment to their responsibilities are among the areas needing to be strengthened if social welfare agencies are to be more effective in intergroup aspects of health, education, and housing. Agencies recognize that disease germs are color blind, that the health of all parts of the population is interdependent, and that adequate facilities and a well-trained supply of professional personnel are needed to serve the total population. They recognize that the by-products of poor housing permeate the social agency's workload. They know that education is basic to the development of leadership, to strengthening of family life, to increasing the potential of our manpower, and to our preservation as a Nation. The challenge to the field is to move forward, to develop the boards and a public willing to give leadership, and a staff committed to the principles which undergird the social work profession.

*Casework practitioners* know the tragic effects prejudice and discrimination have on families and individuals, for it is these they must deal with in many parts of their day by day work. Workers must be aware of the sources of disorder brought to the casework situation, and together with the client agree on the goal they seek. Boards are the chief and proper agency source for concerted action against discrimination. The agency executive

is key to mobilizing the agency for effective action. In the total community, the planning council has a major role to play. In-service training, intake policy, office location, and an informed public, including potential users of the service, all play a part in the intergroup aspects of the practice of casework.

## The Starving of Libraries

Few people understand the budgets of modern large American Universities. If they did, they would understand them even less, in another sense. For instance, the University of Wisconsin will spend over \$72 millions in 1961-2, of which \$40 millions are called the general budget. Now of this general budget, only \$1.4 millions goes for libraries. Not books alone, but whole libraries, and we wonder: how little must go for real intellectual materials in the typical university? The idea that a university or college consists essentially of some books, some teachers to cooperate with the books, and not too many students to occupy the time of books and faculty—an idea that we confess to holding—is as true to life as saying the USA is a Negro country. Some 1,875 students will be added to the prior year's total. The libraries' budget has gone up \$153,000; that's something under a hundred dollars per new student. But the 30,000 other students then "receive" \$47 apiece out of the \$1.25 millions left. A small fraction, of course, represents books and visual materials; some represents useful services. But it's doubtful that the average student gets much out of the libraries save a place to sit and an occasional answer to an inquiry. We have here a vicious circle, in which the ignorant student does not make demands, which could not be filled anyway by an underpaid and under-equipped establishment, which can scarcely maintain its past estate much less join the information-revolution, which is largely ignored by near-sighted legislators and flashy administrators, whose children don't acquire an interest in books anyhow.

# Prospects In Retrospect

## On Scientific Language

*Frogs*, the comedy of Aristophanes, satirizes Euripides for creating a new literary language out of the scientific vogue of the times. Aristophanes grants that Euripides has attained lucidity, and has clarified the swollen and feverish language which had come to him, but objects that tragedy needs a grandiose diction and loses dignity by referring to objects and ideas of everyday life. Euripides is presented as saying:

"I taught them to apply handy measuring rulers and angle-squares to verse; I taught them to reflect, to see, to understand, to have aims, to desire, to apply techniques, to be on the alert for evils, to look deeply into all things, quoting familiar objects that they use, with which they live, making it possible for the audience to refute me if there is any error in my art. I did not use big words to confuse their ability to judge or to take their senses by storm."

Aristophanes makes the pretensions of quantitative science appear ridiculous by condemning Euripides to measure his lines on a balance against those of the older tragedian, Aeschylus. Since the latter's verses have a greater emotional impact and are more pregnant with meaning, they are found to weigh more on the scales.

Since the style of Latin was shaped when the skepticism of the Academy and Epicureanism were the prevailing philosophies of educated Romans, Latin prefers concrete to abstract nouns and factual formulations to mental ones. As a result Christian writers found themselves obliged, as they state, to take liberties with the tradition of Latin style. St. Augustine introduced terms such as *imperfectio*, *multiplicitas*, *monstrositas* that give an emotional overtone to factual state-

ments; other Christian writers invented adjectives such as *inscrutabilis* and *imperturbabilis*. St. Augustine added syllables to nouns in order to make them suggestive by their sound: *substomachans*, "stomaching," *submurmurare*, "to murmur," *adinflare*, "to inflate." When he came to the presentation of important new ideas that were meeting with resistance, he resorted to repetitions so as to obtain a sort of hypnotic effect: "If that which we believe is a believable thing, then let those who do not believe see how stolid they are; and if it is unbelievable, then this is also an unbelievable thing, that what is unbelievable should have been believed." (*City of God* XXII, 5)

One of the major themes of European literature of the seventeenth century is the need for a new style corresponding to the advances of science. R. F. Jones has shown that in the third quarter of the seventeenth century there was a sudden change in English prose: a simplification and a rationalization under the influence of science. This change corresponds to the ideas of Francis Bacon who argued that the most dangerous source of scientific errors was the improper use of language ("idols of the market-place"). He proposed the establishment of a special branch of logic that should

Livio C. Stecchini

Beginning with this issue of *ABS*, Dr. Livio Stecchini will contribute *Prospects in Retrospect* on an alternate monthly schedule. The column will discuss forerunners of many a modern idea and technique in social science. Dr. Stecchini, an authority on the history of science, is now completing a major work on the history of measure.

criticize the use of words so that they be employed merely to express or transfer knowledge, excluding formulations that resort to the strength of impression so as to perplex reason, to overcome it by the force of imagination. When Molière pokes fun at the doctors who explained the effects of opium by its dormitive power, he indicates that this explanation does not add anything to our knowledge, but appears significant because it appeals to a subjective experience, that of being sleepy.

Galileo dedicated as much energy to the formulation of a philosophy of quantitative science as to the development of a new Italian prose adequate to that science. As Giorgio de Santilana has observed, the use of a new vernacular scientific style that was well received by the educated public, was a major factor in bringing upon Galileo's head the wrath of the official academic world; it is most unlikely that he would have been brought to trial if he had expressed himself in the conventional scholastic Latin. Galileo was so concerned with the need for a transparent language that he avoided even the polysyllabic formations of scientific jargon such as telescope and microscope, using instead the modest terms *occhiale* and *occhialino*, "eyepiece" and "little eyepiece." Galileo had come in the footsteps of Rabelais who, while writing a mammoth satire of scholastic language, displayed the widest vocabulary ever used by any French writer: he searched for new



terms in the crafts and trades, in the popular arts and traditions, and in the new sciences such as geography and architecture. His work makes clear that *referential* language is much richer in terms than the *mentalist* one. When Lavoisier created chemistry as a quantitative science, he invented a completely new system of terminology with the result that today a list of chemical terms could easily surpass in extension the most complete dictionary of the English language. The language of alchemy that he replaced, was an extremely poor one, containing not more than one hundred current terms, but it seems so impressive, because as Carl Jung has shown, it was suggestive of psychological affects.

Economics is a branch of the social sciences that has made the most jejune use of language. Economists have preferred the most common terms of everyday speech such as production, demand, value, utility, cost; whereas each of them could have been substituted for by a series of novel terms. The word money is made to refer to at least ten different entities, and in fact occasionally special terms such as numerary, currency, and species have been suggested. D. H. Robertson has asked for economists the right to "speak to one another in their own jargon," but the prevailing opinion of economists is that technical terms would tend to acquire a rigid substantial value: it is better to use a common term and explain in each case what it is meant by it. The word "class," that has been adopted from economics by sociology, has the virtue of being such that even a person of average education today knows that it can be used in several senses. Substitutes have been suggested by sociologists; an example is "peer-group," which appeals to social psychology and gives the appearance of substantial reality. Others are "reference-group" and "status-group." The virtue of these linguistic innovations may be compared to those suggested by Richard Bentley who, in the name of

accuracy edited the text of the manuscript and changed Milton's line,

*No light, but rather darkness visible*  
into

*No light, but rather a transpicuous*  
*gloom.*

The linguistic austerity of economists results from the fact that their science has always been inclined to imitate more or less the method of the exact sciences and in any case it has always dealt with entities that are obviously of quantitative nature. When economics moves towards psychology it introduces jargon, such as *ophelimity*. When Pareto moved from a mathematical to a psychological approach he introduced an entire series of newfangled terms, such as "derivations" and "residues." It was under the influence of Pareto that the term entrepreneur became popular. He stated that a socialist planned society can be as efficient as a capitalistic market economy, but the latter is morally superior. As soon as we say entrepreneur we imply some positive qualities of character, whereas the term undertaker suggested by Edwin Cannan is more neutral. (Try to apply to a foundation for a study of the role of the undertaker!) Since Marxists have succeeded in impressing an emotional character upon some economic terms, in America one usually says relations between labor and management, instead of capital. The term management is also a loaded term, since it implies the performance of useful functions and a claim to prerogatives, by which one speaks of rights of management with which unions must not interfere.

Today a burning issue in the social sciences is the introduction of Freudian lingo. Freud drew on all terminologies, sacking physiology, mechanics, religion, mythology, literature, and economics, usually leaving in doubt whether he was speaking concretely or metaphorically. What Freudism can do to language has been brilliantly exemplified by James Joyce. Jerome S. Bruner, professor of psychology at

Harvard University, in a symposium on the history of science has presented a brilliant apology for Freud's choice of language: "it fits the human plight, its conflicts, its private torments, its impulsiveness, its secret and frightening urges, its tragic quality"; also, "Freud's mode of thought is not a theory in the conventional sense, it is a metaphor, an analogy, a way of conceiving, a drama."

This may be quite interesting from the literary point of view, but does not justify the introduction of such a form of expression in science, and in particular in the social sciences which claim immediate and utilitarian aims. The argument that the subject of investigation is the life of man, which is a drama, and that the condition of man in modern society is tragic, has been answered, even in the field of tragic literature in the proper sense, by Euripides who analyzed the passions of a Medea in a scientific style. Nobody can say that the philosopher Epicurus and the poet Lucretius did not fully express the tragic destiny of man, although Epicurus tried to imitate the style of Euclidian geometry and went so far as to ban the use of all figures of speech. Darwin's conception of the biological predicament of the human species is so tragic that a hundred years later it has still not been truly digested by the educated public.

Freud felt justified by the conviction that he was proclaiming a new dispensation, and so do those social scientists who follow him and tend to transfer the free-association technique to the scientific essay. Freud may be compared with Giordano Bruno who having had a glimpse of a novel world, felt the duty to involve the human race in the enthusiasm of his vision. In assessing Freud as a scientist there could be repeated the judgment of Alexandre Koyré about the man who carried his passion to the flames of the pyre: "Giordano Bruno, I regret to say, is not a very good philosopher . . . he is a very poor scientist . . . Bruno's world view is

vitalistic, magical; his planets are animated beings that move freely through space on their own accord . . . Bruno is not a modern mind by any means. Yet his conception is so powerful and so prophetic, so reasonable and so poetic that we cannot but admire it and him." We are reminded of Columbus who landed in a new world but could not locate it in a proper scientific scheme of coordinates. Columbus was indignant because the Caribs refused to understand his interpreter, a Jew whom he had brought along because he spoke Arabic, a language expected to be of help in communicating with Chinese.

Freud deserves better than followers who can only parrot his jargon. He needs a Galileo, gifted in method and language.

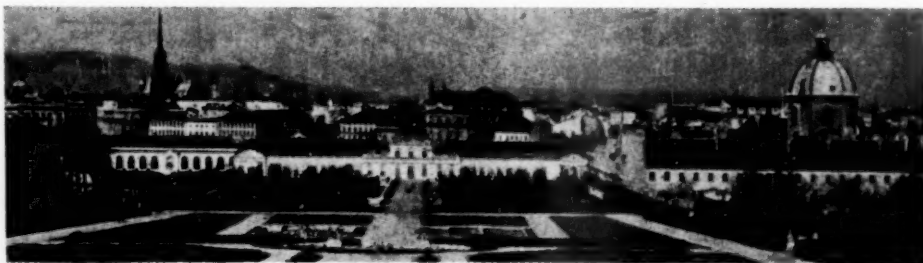
### Updating 1960 Election Analysis

President Kennedy's Catholicism was clearly the biggest issue of the 1960 election, causing him an estimated net loss of 1.5 million votes, the University of Michigan Survey Research Center team reported in its final appraisal of the event. One out of every nine ballots cast in 1960 reflected a change from normal voting patterns due to religion.

Largely because of the conflict between religious and partisan loyalties, over one-third of the electorate (36 per cent) did not make up their minds until the campaign started—the highest proportion of "late deciders" since the Center started its election studies in 1948.

In 1960, as in 1948, the Democratic candidate came from behind to win by a narrow margin in the closing weeks of the campaign, they said. Television contributed to the Democratic campaign trend. Four out of five adults watched at least one of the TV debates, the U-M experts reported. Among viewers whose opinions were modified, Kennedy created a more favorable impression by a margin of nearly 2-1 over Nixon.

## Correspondence from Vienna



August 8, 1961

As tourists begin to crowd the central streets of the City of the Emperors, permanent residents are making their last preparations for their August vacations. Even those who remain try to find their way to the more village-like outskirts, or to nearby Burgenland resorts for a beer in the shadow of trees. Dignified headwaiters ruefully comment on the growing number of cars that take away their usual customers: economic boom and the progress of technical civilization are gradually changing old habits.

The number of cars is not the only sign of the *Wirtschaftswunder*, as Viennese call their present prosperity, with a mixture of pride and skepticism. Modern apartment houses are being built all over the city alongside the time-honored relics of imperial days. Vienna now can boast of two "skyscrapers," somewhat modest by American standards, and people are better dressed, fed and housed than ever before—and probably even gayer than in the late 19th century when the Austrian capital established its reputation for *Gemütlichkeit* and a carefree life.

But after living here a few weeks, the outsider can hardly escape an impression of decay and intellectual stagnation, which undoubtedly set in some forty years ago, but from which (the still grandiose musical culture and the performing arts excepted) there has been no recovery in recent years. The vicissitudes of wars and peace shifted the world's centers far away from here, and the atmosphere of the city has become somewhat provincial. The famed press of Vienna is now definitely a thing of the past. Papers are uninformative and second-rate in style, form and coverage. During the

days of the recent Tunisian crisis a sensational sexual murder easily stole the headlines. The value of stories is judged by their "juiciness." The great currents of world events do not thrill the public here. The great decisions of today are no longer made in this capital—unless by distinguished foreigners—and as one friend commented with some sarcasm: "We Austrians lost our colonies long long ago."

The state of sciences and scientific research is probably even more parlous. One reason is a lack of means to compete with the technical giants of East and West, the Americans, Russians, or neighboring West Germans (whose tourists are probably most resented of all those who visit Vienna). There are hardly any funds available at universities to conduct research. Laboratories are crowded and equipment is unsatisfactory. Young faculty members earn about \$50-80 per month, and advancement is slow. There is hardly any stimulus to explore new frontiers of knowledge, and dissertations show little originality. Few students ever use their library cards except to enjoy the heating there on cold winter days. The chairs of social science—still at the faculty of law—are occupied by professors who appreciate legal and social philosophy more than empirical investigation. Interest in new trends is not entirely absent among younger people, and a program of social psychology will be inaugurated this fall, subsidized by a grant from the Ford Foundation.

The Austrian intellectual is generally more conservative than his Western counterparts. There is little demonstrative nonconformism. The patrons of Vienna's only real *Künstler-*



*kafee* (Hawelka in the Dorotheergasse) meet in surprisingly petty bourgeois surroundings and their externalized existentialism carries little conviction. Historically, the conservative state had always supported scientific and economic progress, and absolutist rule often represented modern ideas opposed by the forces of the landed feudalism. Intellectuals rallied around the Crown, and the Crown was always ready to reward loyalty. Moreover, the meagerness of material rewards had always been successfully balanced by high prestige and respect paid to the men of letters. The deferential "Herr Doktor" with which even today any young university graduate is invariably and emphatically addressed seems to be the price this society pays for less deviance and social rebellion by its intellectuals.

Like their elders who have already graduated from institutes of higher learning, the students are less rebellious and more conservative than the average student of the twentieth century. Politically, like the rest of the country, they are organized around the two big parties, the Socialists and the People's Party, the latter having far greater support among them. Their associations take little part in actual politics and serve primarily as avenues of occupational advancement. Since party patronage in the form of the "Proporz" system has become part and parcel of Austrian life under the coalition governments, membership in one

of the associations is almost indispensable except for those with independent means. Like the overwhelming majority of the Austrians, they accept this system as neither good nor bad but in a way inevitable and only a few are adherents of lunatic fringes of the Left or Right. Early in June a student strike and a series of student demonstrations caused a great stir, but the movement was non-political in nature, and was prompted only by the students' desire to get better education facilities and generally a greater share in the allocation of public funds.

For the benefits of social scientists one should write a few words about library work here. Libraries have rich materials and they are a paradise for researchers interested in the history of East and Central Europe and diplomatic history, especially until 1918. The two main places of interest are the Universitätsbibliothek and the Nationalbibliothek to which one can add the collections of the National (former Imperial) Archives with thousands of still unearthed and unpublished documents in the files. The excitement of the treasure hunt is only marred by the cumbersome system of borrowing and reading. Open stacks are naturally unheard of, and in order to borrow one has to fill out elaborate applications each time. The waiting period is often more than one day, and as a rule, only five requests can be handed in at a time.

The attitude of the librarians is

also somewhat frustrating. It is marked by a strong desire to protect the books from the incomprehensible avidity of readers. Like all other public employees, the librarian is part of an impersonal institutional order, and while in his private life he may share the *Gemütlichkeit* of his fellow Viennese, his official attitude is one of suspicion and rigor sometimes very close to rudeness. The traditional idea of the bureaucrat survived the many social and political changes of the last half century, and is very far from the English or American image of the civil servant. The bureaucracy has been and is the master of the public, a relationship remarkably expressed in all contact between institutional authority and the individual.

But none of these experiences can really spoil one's summer work and rest in Vienna. All these small disappointments are mitigated by the delightful air of Altwien and the smiling hospitality of most of its citizens. Whenever the foreigner grumbles he is only joining the Viennese. They are habitual grumblers and they do it in good humor. And when the foreigner complains he is often doing so out of the same nostalgia that brings us back every now and then from our more dynamic world to the city on the blue Danube.

Andrew Janos

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### *Morality of Foreign Students* (continued from page 10)

*The Chinese Non-Christians:* "The tend to differ from the U.S. Graduate Protestants in expressing themselves as being more strict on school rules, cleanliness, vandalism, overriding ambition, and tardiness; they tend to be more lenient on religious items."

*The Indian Hindus:* "The Indians are most different from other groups, which may lead to proportionately more misunderstandings. The Indians tend to differ from the U.S. Graduate Protestants in expressing themselves as more strict on driving, family, job, and school rules, loyalty, cleanliness,

nakedness, and tardiness; they tend to be more lenient on religious attendance and habit-forming drugs."

*The South American Roman Catholics:* "As with the Turks, they are more lenient in general than are the other foreign student groups. They tend to express themselves as more strict on job rules."

*The Turkish Moslems (Engineers):* "They are one of the most lenient groups in their expressed values. They do not appear to have much in common as to the strictness or leniency with the other Moslem group, the Arabs, except agreeing on modesty. The Turks tend to express themselves

as more strict than the U.S. Graduate Protestants on tardiness and nakedness. They tend to be somewhat less strict but still judge as bad the use of habit-forming drugs. They are also more lenient on religion."

*The U.S. Pre-Freshmen Protestants:* "This group, the youngest of all and presumably therefore least mature, is the most lenient of all. They tend to be more lenient than the foreign groups on nakedness, obeying job rules, slander, stealing and vandalism. As with the Graduates they are more strict than the foreign students on racial bias in considering it wrong to marry a person from another race."

# The Study Hatchery

## Medicos, Ministers, and Mental Health

*A report on a project bringing together pastors and psychiatrists of an Illinois town to learn to understand each other's functions, and to make religious counseling more intelligible and effective.*

Doctor and minister are learning through a University of Chicago research project to work together to attend to the mental health problems of hospital patients at LaGrange, Illinois, a western suburb of Chicago.

"This is the first time in the nation that a group of ministers and doctors have actually gotten down to cases to make a concerted attack in a single community on mental health problems," reports Rev. Granger E. Westberg, D. D., of the University of Chicago, who is directing the project. (He holds a joint professorial appointment in the Division of the Biological Sciences and the Divinity School of the University of Chicago, the nation's first joint religion and health academic chair.)

The basic aim of the project is "placing emphasis upon detection as well as upon modes of prevention of illness." "A sound understanding of spiritual health in the community" is a secondary goal.

One setting for the LaGrange project is the Community Memorial Hospital, 5101 Willow Springs, LaGrange, where 15 to 20 ministers, 12 doctors, and representatives of the Southwestern Suburban Mental Health Clinic meet weekly to actually "get down to cases" in assessing not only the problems of the parishioners, but of the participants as well.

The second locale in which the study is being carried out is The University of Chicago campus, where the LaGrange project was launched on June 27, 1960, with a one-week semi-

nar followed by a second week in September which the ministers attended.

When the ministers arrived at The University of Chicago last June, they lived in one of the dormitories on the campus and spent a 12-hour work day during the two-week seminar. During the first day alone, they heard lectures from a minister, two psychiatrists, and a psychologist, studied the case of a patient suffering from anxiety at The University of Chicago Clinics, and filled out reports on their own psychological histories.

During each day's seminar, patient case histories were candidly discussed. Some of the other subjects for lectures and discussion included, "The Pastor as a Group Leader," "Grief as a Precipitator of Illness," "Moral Questions in the Use of Medication," "Pre-Marital Counseling," and "The Minister's Interest in the Psychosomatic Approach to Illness."

Each minister also received a series of psychological tests during the first week on campus. Some of these tests were repeated when the ministers returned to The University of Chicago for another week of study in September, 1960, and they will be given for a third time when the study is completed in 1962.

Regarding the weekly case confer-

ences with the hospital physicians, one minister, Rev. Theodore Gerken, said, "A beginning has been made in communication between the minister and the doctor. Traditionally, each has gone his own way, only accidentally treating the same patient. Now we often find that we are both ministering to the total health of the same human being. Each knows the patient from a separate viewpoint. Through this new method of communication, we are trying to work out a better ministry."

A second LaGrange pastor, Rev. Jack H. Ruff, reports, "We are learning that the spiritual values and psychiatric concepts dovetail more often than not. We are constantly considering the individual as both a spiritual and emotional being, and in this way learning to cope more adequately with personal problems of our parishioners. I have been surprised to find time and again how many problems we share."

The Divinity School of The University of Chicago will attempt to answer three basic questions in the 18 LaGrange area churches from which these ministers come. These questions are:

1) How the members of the congregation perceive their pastor in the role of counselor and how this image





changes during the two-year project period.

2) Changes which occur in the group life of the congregation as a result of the pastor's new knowledge of group dynamics.

3) Changes in relations between local churches and community health agencies.

Rev. Westberg hopes that the ministers will learn a good deal about psychiatry from the LaGrange project. He said:

"It is no secret that clergymen have been both irritated and intrigued by developments in the field of psychiatry . . . Clergymen have been intrigued by psychiatry's unusual ability to get behind the facade of man to the real person inside. Psychiatry says that when a man 'makes up his mind' more than conscious processes are involved. Now we recognize the power of this dynamic unconscious.

"Ministers are now developing a new appreciation of the great changes which can be brought about by conversation. They see such conversations as having a sacred quality about them. Next, there is a potential for any minister to analyze the religious conversion experience. While there is always an element of mystery about religious conversion, there are yet other aspects of it which are similar to the reorientation of character which takes place in psychotherapy.

"The minister also appreciates that psychiatry has forced him to take a deeper look at the concept of sin. It gives him a slightly better idea why some people hang on to a harmful habit or sin though intellectually they are aware that it will be their undoing. The minister sees that there is more to psychotherapy than self-awareness. Clearing away the neurotic overlay constitutes only the beginning of a long and difficult process of reconstruction. The minister also gains a new respect for the importance of

'feelings' as people make their day-to-day decisions. He learns to distinguish between a faith that is genuine and one that is false. No longer is he so easily taken in by people who are using religion for their own purposes. He knows better how to minister to the traditional church hypocrite who basically is a very unhappy person.

"The minister learns that sex is not only to be thought of in terms of physical relations, but to have a more reverent appreciation of the body as a creation of God, without the restrictive ideas of shame and guilt which in the past have too often accompanied any mention of the body.

"Finally, the minister gains a new appreciation of private confession, which is certainly one vital meaning of pastoral counseling. Clergymen are even considering the possibility of augmenting the usual prayer of confession in the worship service with the announcement of the availability of the pastor to talk with people privately."

The LaGrange project is based on findings in a "pilot" study conducted in Kokomo, Indiana, from 1957 to 1959, with a grant from the Lilly Foundation. A two-year experiment was launched in which 23 of Kokomo's clergymen came to The University of Chicago to study their role in mental health and then put theory into practice in their home town. According to the Rev. Westberg, "The project demonstrated that when a group of ministers from the same community meet regularly for organized discussion in which they actually 'get down to cases' a new kind of concerted attack can be made on health problems."

### Eagleton Practical Politics Grants

Dr. Donald G. Herzberg, Director of the Eagleton Institute of Politics, at Rutgers, has announced various grants-in-aid under a Falk Founda-

tion subsidy of research in practical politics. Started this year are studies of American political folk-culture by Scott Greer; of Ohio county political party organizations by Thomas Flinn; of political role of public authorities by Robert Smith; and, of the motives that lead men to seek local elective offices by Herbert Jacob. Lesser grants will allow scholars to study local-level politics in such states as Wisconsin, California, New Jersey and Missouri. Dr. Herzberg invites further applications for such research subventions prior to November 1.

### Center for Human Learning To Open at U. C. Berkeley

BERKELEY.—More knowledge about knowledge will be the goal of a new Center for Human Learning to open next month on the Berkeley campus of the University of California. The new research unit is planned for intensive scientific inquiry into the way knowledge is acquired and retained.

Dr. Leo J. Postman, professor of psychology, will be Chairman of the Center, which will receive support during its initial three years from a recent pledge of \$173,500 from the National Science Foundation.

Scholars from various University departments including psychology, speech, education, and philosophy will use the new Center to pursue projects related to human learning.

According to Dr. Postman, the Center will provide laboratories where these scholars and their assistants will gather and analyze many kinds of data.

Among the topics of interest in the Center's initial projects will be an analysis of the memory process, the way human subjects learn to discriminate among various quantities and qualities, the generality of learning skills (including the validity of the "retarded" classification), and problems of language learning.



# Social Science Machinery

## *An Audio-Visual Graphics Suite*

With the trend toward large classes well established, the U. of Connecticut's year-old Graphics Suite may offer a little help on the problem of college instruction in the '60s. As an example, some months ago Carlton W. H. Erickson, director of Connecticut's Audio-Visual Center, was chatting with a member of the History Department. The historian mentioned a collection of memorabilia he had gathered during his years in Paris. These consisted largely of post cards, maps and other visual materials. The professor used these materials for class lectures but, as his classes grew larger, this became a cumbersome process and there was a fear that the materials might be lost or destroyed. Erickson suggested the historian bring his materials to the Graphics Suite in the new A-V Center and reproduce them on film. Each reproduction would take 3 minutes with the Polaroid Copier. Hesitant at first, the historian quickly mastered the Copier and acquired 2 trays of  $3\frac{1}{2}$ " x 4" slides which he came to use more effectively than he ever thought possible. The historian is one of 47 faculty members from 18 University departments who now use the do-it-yourself operation.

In addition to the Polaroid Copier, Erickson's customers use the Center's Contura-Constat photo-copier outfit for paper, translucent and transparent copies of tables, diagrams, and printed matter. The Center also contains a Retina Reflex S, 35mm, single lens reflex copying camera designed to make 2" x 2" slides in color or b & w, and a Photo-Printer for exposing Diazo-coated films for producing overhead-projector transparencies.

Beyond these available working tools, Erickson's staff offer instructions in use of apparatus to all faculty who

wish to take advantage of them. In recent months faculty have used the Graphics Suite to: 1) produce all sorts of graphs, 2) copy research illustrations of electromicroscope enlargements, 3) copy musical score sheets, and 4) copy botanical and zoological specimens to be exhibited from a lectern for slide projection.

Erickson notes the time lag involved in book publishing as a specific instructional problem which the Center's ability to copy current materials, found in day-to-day professional journals but not yet in texts, solves. These materials can be projected on the classroom screens almost immediately after their original publication, exposing (the student) at once to the newest concepts and pictorial and diagrammatic material.

## CIA IBM IR

The task of data retrieval is becoming an increasingly tough nut for the Central Intelligence Agency to crack. Thus, Walnut, prototype of an electronic information-retrieving system, is being built for the CIA by International Business Machines Corporation.

IBM claims the data retriever can find any one of millions of documented pages in an information file center, transfer a minute image of the page to a card and have the data enlarged on a screen in front of the viewer, all within five seconds. And, the original document stays in storage during the process.

Just how the CIA will use Walnut when delivered next year is not certain. However, theoretically, the system, employing a small roomful of machines, will photograph a page at a time each acquisition of interest to the CIA division in question. The microfilmed page will be one-thousandth the size of the original. These photographic images will be transferred to strips of film, with ninety-nine images to the strip. During this

process a control card will be punched automatically to record the location of the page in the file. The image strips, in plastic cells of five strips each, will be stored in a bin holding up to 990,000 images. In total, Walnut will accommodate 100 files, roughly equivalent to 300,000 average-sized books.

Each document will be given a number. The title, author and a brief synopsis with key words will be indexed. When a particular item is wanted a list of key words, perhaps twenty-five of them, will be fed into the index machine. During a brief electronic search, the strip with the right item will be plucked from its plastic cell, and the pages will be photographed with an ultraviolet machine. In a few seconds the tiny photos, mounted on a card, will be ready for a viewing machine that will blow them up to full size.

## Mathematical Models Conference

*A Conference on Mathematical Models in the Social and Behavioral Sciences* is planned for November 2 through 5, 1961, at Cambria Pines Lodge, Cambria, California, under the auspices of the Western Management Science Institute, U. C. L. A., with Ford Foundation support.

It will be the purpose of this conference to make possible the presentation and intensive discussion of technical papers in this area by scholars from fields such as psychology, sociology, business administration, political science, economics, mathematics, and biology.

The emphasis should be on conceptual innovation, supported by data, rather than on purely formal models or techniques of data analysis as such. Contributions should report empirical findings when available, and under any conditions they should indicate possible approaches to the empirical testing of the model or theory. Many



of the contributions will be of relatively recent origin.

Topics such as the following may be of particular interest: interpersonal and group behavior, organizational and institutional behavior, and personality theory, especially in its implications for social interaction. Other topics, however, will be given consideration.

While few papers will require more than one hour to present, there are no formal limitations as to length. Upon acceptance, minor adjustments in length or format may be necessary.

Conference participants will receive travel and maintenance expenses, and an honorarium of \$300.

A completed paper or detailed abstract should be available no later than October 1 for distribution to participants.

A brief abstract or proposal, or inquiry, should be sent immediately to: Mathematical Models Conference, Professors Fred Massarik and Philburn Ratoosh, co-chairmen; c/o Graduate School of Business Administration, University of California, Los Angeles 24, California.

### Language Play-back

At the U. of Michigan Conference on Innovations in Teaching, in July, a collaborative research program of psychologists and linguists to facilitate Spanish language learning was described. Dr. Harlan L. Lane, consultant to the U-M Language Laboratory, declared that the group decided to parallel the child's steps in learning his language. "The child hears, understands and speaks the language before he expands his vocabulary and ability to write and spell.

"Our point of departure was to teach the students to discriminate among the sounds of Spanish. In doing this, we hoped . . . to teach him to distinguish between acceptable and unacceptable Spanish, and to make him his own instructor in the course of learning to speak the language.

"Using the machine, the student

learns whether he has produced a faithful reproduction of the model sound and modifies his own response appropriately.

"The student takes a cartridge of magnetic recording tape and inserts it in a playback device. In any one cartridge, three types of stimuli appear: the Spanish sound that the student is learning to discriminate and the Spanish and English approximates he is learning to distinguish from it.

"When the student presses a button, he learns from a reinforcement tone whether or not he was correct. After reaching a criterion score, he goes on through the isolated sounds, sound sequences, and stress and intonation patterns of the language.

"We have controlled the environment so that the response needed at each point occurs, has its effect, and is likely to occur under similar conditions. In this way, there is a constant interchange between the student and his 'private tutor,' although a human teacher is never physically present."

### TV vs. TM

While the television teacher presents the same lesson to many students simultaneously, the teaching machine presents a lesson to one student at a time. A long-range project in the Learning Laboratory at the U. of Wisconsin is attempting to gather accurate information about how students learn efficiently by these two rapidly growing but different teaching techniques.

The current study, "Strategies in Concept Attainment," hopes to identify the means of learning that lead to the most efficient attainment of concepts. "A teacher may know his subject extremely well but may experience difficulty in presenting it in one or more of television, teaching machines, self-teaching books, lectures, and other techniques," reports Prof. Klausmier, director of the project.

Prof. Klausmier and research assistant Joe Byers have devised a replica-

ble means of identifying strategies, a method of learning. They find that a person who skips steps in gathering and testing information does not get the solution as efficiently as the student who systematically identifies and analyzes information step by step.

This immediate study is part of the long-range research "to obtain more accurate information about how students learn efficiently. In turn, this increased knowledge should make it possible to do a better job with teaching machines, television, self-teaching textbooks and various means of instruction used by teachers directly," says Prof. Klausmier.

### A Research Network For Poor Countries

A network of international cooperation in research on problems of newly developing countries is recommended in a staff paper released by Standard Research Institute's International Industrial Development Center (IIDC).

The paper, "Scientific Research and Progress in Newly Developing Countries," reports on the deliberations of a volunteer study group which met weekly at the Institute for several months during the past year. The group included more than 40 scientists, technologists, and research administrators representing such fields as chemistry, physics, electronics, biology, medicine, economics, sociology, anthropology, psychology, political science, and other specialties. The paper was written by Eugene Staley, research director of the IIDC, and David C. Fulton, manager of public affairs.

The paper suggests a five-point program for tailoring research to the needs of newly developing countries. It also suggests actions that might be taken by foundations, the United Nations, private industry, development agencies in the newly developing countries themselves, and scientists and scientific institutions in the United States.

# New Studies in Behavioral Science and Public Policy

These items are selected and annotated by the ABS staff in a periodic search of new issues of 250 journals and reviews, including about 100 that are published outside the United States, and from announcements and review copies of books and fugitive materials recently published. Some items of special interest are boxed.



ADVERTISING RESEARCH FOUNDATION. *Sources of Published Advertising Research*. New York: Author, 1960, \$20.00 (for members). Advertising research; bibliography.

AITKEN, M. J. *Physics and Archaeology*. New York: Interscience Publishers, 1961, \$6.00. Describes the application of physics to archeology. Emphasizes methods which produce objective, quantitative results.

ANNUAL REVIEW OF PSYCHOLOGY, XII, 1961, \$7.00, ed. Paul R. Farnsworth. Palo Alto, Calif.: Annual Reviews. Psychology; Yearbooks.

"The Anthropology of Conflict." *J. of Conflict Resolution*, V (#1, Mar. '61). Issue contains articles on sources of conflict in agricultural communities in East Africa, India, Portugal, on feuding in Morocco, conflict between father and son in the Volta Republic, on modes of conflict resolution in Congo, games and magic among the Zulu, and research on ethnocentrism.

APPLE, D., ed. *Sociological Studies of Health and Sickness*. New York: McGraw-Hill, 1960, \$7.50. A source book for the health professions on ways of diagnosing the need for care, on the patient's point of view, on psychosocial environments of illness, and on hospital organization.

AUSTRIY, J., "Méthodes mathématiques et Sciences de l'Homme." *R. Econ.*, #3 (May '61), 414-39. Clear and fundamental talk about the ways quantitative method can weave into social science.

BARAN, P. A., and HOBBSAUM, E. J., "The Stages of Economic Growth." *Kyklos*, XIV (#2, 1961), 234-42. A slashing and generally correct criticism of Rostow's well-publicized theories.

BEAUCHAMP, G. A. *Curriculum Theory*. Wilmette, Ill.: The Kagg Press, 1961. A strangely abstract work, not at all incomprehensible, but one that discusses all aspects of curriculum save what should be taught. The factors that influence the curriculum—extra-mural, in-group, and design—are treated.

BECKER, E. *Zen: a rational critique*. New York: Norton, 1961, \$4.00. Assesses Western psychotherapy and Eastern Zen and thought reform as approaches to problem solving.

BERKE, W. *European Election by Direct Suffrage*. Leyden: Sythoff, 1961. The systems of 15 nation members of the Council of Europe examined, and the D'Hondt semi-independent list system of PR is recommended for the election of a European parliament.

BERRIEN, F. K., "The Cyberneics of Management." *Personnel Admin.*, XXIV (#4, July-Aug. '61), 6-13. Organizational needs and results are ordinarily looked at by the manager in terms of rational factors. At work, too, are a host of non-rational factors which affect management and production.

BRENNEMAN, H. W., "The Annual Legal Check-Up." *Amer. Bar Assoc.*, XLVII (#7, July '61), 689-92. State Bar of Michigan's

"Annual Legal Check-Up" program that gives a person an annual examination on his legal health, preventive and remedial. How it works, its success as a public relations vehicle.

BUFFA, E. S., *Modern Production Management*. New York: John Wiley, 1961.

A business executive who tries to solve complex industrial problems by mere intuition and judgment is like a bush pilot trying to fly a huge passenger jet "by the seat of his pants," says Dr. Buffa, professor of production management at UCLA, who believes that electronic computers and "mathematical models" of business operations have outmoded pure judgment and experience. He reveals the results of an experiment involving intuitive judgment by 52 top business leaders enrolled in UCLA's executive program. All 52 executives were asked to make a complex business decision related to bidding on two government contracts. The several variables in the situation provided 20 alternative solutions.

"Only 10% of the executives made the best possible decision, and, significantly, all of these men worked out the solution mathematically. 'Intuition, good judgment, and emotion all proved poor seconds.'"

Since World War II business intuition has been giving way to analytical methods. "Many of the decisions which used to be made weekly by a manager can now be made automatically by a computer, provided it is furnished with correct data."

The book also discusses some of the factors of modern production management, including a broad set of analytical methods which may be applied to the design and control of production systems.

CASSIRER, E. *The Logic of the Humanities*. Tr. from German by C. S. Howe, New Haven, Conn.: Yale U. Press, 1961, \$4.50. The philosopher analyzes basic concept underlying the arts, historic knowledge, and knowledge of human nature.

COCHRANE, E. W. *Tradition and Enlightenment in the Tuscan Academies*. Chicago, U. of Chicago Press, 1961, \$6.00. Examines the age of the Enlightenment in Tuscany, describes a small world of big ideas, in which scholars, landowners, priests, and politicians worked together in literary and scientific academies to bring the new concepts of science, art, and social justice to their fellow citizens.

DAVISON, W. P., "A Public Opinion Game." *Pub. Opinion Q.*, XXV (2, Summer '61), 210-20. An application of game theory to public opinion, based on assigning roles and recording consequences as the players deal with issues.

DAWSON, J. G., et al, eds. *Psychotherapy with Schizophrenics*.



Baton Rouge: Louisiana St. U. Press, 1961, \$5.00. New techniques and theories, as presented by Carl Rogers, R. R. Monroe, E. B. Brody, A. E. Scheffen, R. Roessler, and T. P. Malone.

DE JOUVENEL, B., "The Chairman's Problem." *Amer. Pol. Sci. R.*, LV (#2, June '61), 368-72. A brilliant and enjoyable essay that carries a hypothetical case to the conclusion that "exclusive emphasis on formal rights must inevitably breed in citizens the feeling that they are deceived. . . . With increasing centralization we move from the viewpoint of the right of speech to situations of increasing scarcity, which make the actual enjoyment of the formal right more and more subject to narrower bottlenecks. This is not generally understood and people feel mystified. This can be remedied only by speaking increasingly in terms of feasibility."

DE SANTILLANA, G. *The Origins of Scientific Thought*. Chicago, U. of Chicago Press, 1961. \$5.95. Aims to make the scientific spirit understood by showing how the great imaginative ideas of science were born. Certain essential ideas which fructified in later times have been illustrated by means of the original statement and its cultural context.

DELLIS, N. P., and H. K. STONE, eds. *The Training of Psychotherapists*. Baton Rouge: Louisiana St. U. Press, 1960, \$5.00. Essays on social class and mental illness, the goals of practitioners, social workers as psychotherapists, broad spectrum therapy, selection, training, and supervision of therapists.

DROR, Y., "Prolegomenon to a Social Study of Law." *J. of Legal Education*, XIII (#2), 131-56. Nature, scope, and methods of the study. The basic tasks stated, several conceptual and methodological problems treated. Lists the functions of law. Describes types of research encountered and the needs of the discipline.

DUBOS, R. *The Dreams of Reason*. New York: Columbia U. Press, 1961, \$5.00. Lectures to atomic scientists containing many engaging incidents and ideas from author's life and the history of science. The dreams of reason can produce monsters (following Goya). Everything is relevant to everything else and many scientific advances come from total intuitions rather than fragments of nature artificially broken down.

ELKINS, S., and E. MCKITTRICK, "The Founding Fathers: Young Men of the Revolution." *Pol. Sci. Q.*, LXXVI (#2, June '61), 181-216. The history of the study of the makers and making of the Constitution surveyed and assessed, including work in progress.

ENCELS, S., "The Political Elite in Australia." *Pol. Studies*, IX (#1, Feb. '61), 16-36. A full statistical and general description of the elements in the leadership, class, religion, social class, etc.

ETZIONI, A. *Complex Organizations; a social reader*. New York: Holt, Rinehart and Wilson, 1961, \$6.75. Articles on "social units which are predominantly oriented to the attainment of specific goals," especially those with bureaucratic characteristics.

FRIEDMAN, M., "Monetary Data and National Income Estimates." *Econ. Dev. and Cultural Change*, IX (#3, Apr. '61), 267-86. Chief defects in early monetary data and how to improve the accuracy and yield of such data.

FRIEDMANN, W., "Legal Philosophy and Judicial Lawmaking." *Columbia Law R.*, LXI (#2, May '61), 821-845. A formal and informed analysis bringing two divorced but mutually essential partners together.

GAMSON, W. A., "A Theory of Coalition Formation." *Amer. Soc. R.*, XXVI (#3, June '61), 373-82. Coalition formation is pervasive aspect of social life. Presents a theory of coalition forma-

tion with statement of conditions and assumptions. While applicable to groups of varying sizes it is shown to be consistent with Caplow's theory of conditions on the triad.

GARDNER, M. *Logic Machines and Diagrams*. New York: McGraw Hill, 1961, \$2.25. Complete survey of mechanical and electrical machines designed to solve problems in formal logic, and of geometrical methods for doing the same thing.

GENDELL, M. and H. L. ZETTERBERG, eds. *A Sociological Almanac for the United States*. New York: Bedminster Press, 1961. A good idea, for there is no compact, veritable factbook on society and it is to be hoped that a second edition some day will bring in many new types and bodies of data, in some cases eliminating the present ones. Human resources, polity and order, economy, science, religion, art, ethics, and community constitute the values based chapters. Authors also contribute useful essays, such as on how to read a table.

GETZELS, J. W. and P. W. JACKSON, "Family Environment and Cognitive Style: A Study of the Sources of Highly Intelligent and of Highly Creative Adolescents." *Amer. Soc. R.*, XXVI (#3, June '61), 351-59. Two groups of adolescents are studied: the highly intelligent and the highly creative. They were found to differ not only in intellectual and social behavior, but in family environments. How types of cognition are shaped by types of family structure would be a fruitful area for further theoretical and empirical examination.

GIACALONE-MONACO, T., "Le "Cronache" politiche ed economiche di Pareto." *G. d. Econ. et Annali di Econ.*, XIX (11-12, Nov.-Dec. '60), 788-815. Excerpts from the inimitable journals of a master social scientist and economist.

GINSBURG, N. *Atlas of Economic Development*. Chicago: U. of Chicago Press, 1961, \$5.00 & \$7.50. An attempt to clarify the terms "rich" and "poor," "backward" and "advanced," "developed" and "underdeveloped" as they apply to countries. Such definitions customarily are made by economists, taking into account factors such as national income, investment, consumption, wages, and prices. Here cultural, social, and political factors are combined with the others to create a clearer picture of the "social and economic landscape." Four basic world patterns of economic development are revealed, and how these relate to yet more factors such as climate, location, and political status.

GLOVER, J. D., and P. R. LAWRENCE. *A Case Study of High Level Administration in a Large Organization*. Cambridge: Harvard U. Div. of Res. Graduate School of Business Administration, 1960, \$2.00. A good top management study considering the difficulties of objectivity and especially of publication. Should encourage braver research.

GOLDSMITH, R. W., "The Economic Growth of Tsarist Russia 1860-1913." *Econ. Dev. and Cultural Change*, IX (#3, Apr. '61), 441-75. A report of known materials. Russia was neither the poorest nor the richest nor the fastest-growing nor slowest-growing of the more or less developed countries in the period.

GOULD, S. H., ed. *Sciences in Communist China*. Washington: AAAS Publications, June 1961, \$14.00. Systematic effort by American scientists to present full data. The four chapters on social science are concerned mainly with the political organization of science and the effects of the regime and culture on science.

GREENSTEIN, F. I., "Sex-Related Political Differences in Childhood." *J. of Politics*, XXIII (#2, May '61), 353-71. Findings such as that fourth grade boys are better informed than girls throw light on a largely unexplored field of personality development.

HALPERIN, S., "Zionist Counterpropaganda: The Case of the American Council for Judaism." *Southwestern Social Sci. Q.* (Mar. '61), 450-63. History of the defeat of one Jewish organization by another, by maneuver, essentially greater strength, and historical circumstances.

HARARY, F., "A Structural Analysis of the Situation in the Middle East in 1956." *J. of Conflict Resolution*, V (#2, June '61), 167-78. A theory of structural balance from psychology is introduced into international relations, so that a situation in time is revealed as "off-balance" with a model or changing from time to time.

HAZELETT, R., "Multiple Weighted Voting in Government." *Amer. J. of Econ. and Soc.*, XX (#3, Apr. '61), 287-90. Reconciling various kinds of constituency can be done by weighting of votes and punching them on cards for machine tabulation. Thus a uni-chambered legislature could vote in different sorts of groupings.

HENNESSY, D., "The Communications of Conservative Policy 1957-59." *Pol. Studies*, XXXII (#3, July-Sept. '61), 238-56. A detailed account of the tactics and techniques of the Conservative Party of England including actual expenditures and quantities of material used.

HILGER, D., "Automatisierung und Sozialkritik." *Neue Pol. Literatur*, VI (#5, May '61), 385-412. A review and discussion of half a dozen recent works on automation and society.

HILL, T. E. *Contemporary Theories of Knowledge*. New York: Ronald Press, 1961, \$8.00 Summarizes, compares and evaluates the most significant trends of British and American epistemological thought during the present century.

HOLIK, J. S. and V. W. LANE, "A Community Development Contest as a Catalytic Agent in Social Action." *Rural Soc.*, XXVI (#1, June '61), 156-69. Attempt to use theoretical framework of social action to analyze how a small Missouri community acquired fire protection through volunteer group effort. Useful tool for studying group processes in community development.

HOLLAND, J. G. and B. F. SKINNER. *The Analysis of Behavior*. New York: McGraw-Hill, 1961, \$3.50. A program for self-instruction in basic psychology, in book form but soon to be available for use in teaching machines. Not the first programmed book, but done by a pioneer in automated teaching. Covers simple conditioning shaping or response differentiation, discrimination, reinforcement, avoidance, motivation, emotion.

HOSELITZ, B. F., "Some Problems in the Quantitative Study of Industrialization." *Econ. Dev. and Cultural Change*, IX, (#3, Apr. '61), 537-49. Difficulties under which economists labor, who hope to compare accurately the industries and production of underdeveloped countries.

HURST, W., "Perspective Upon Research Into Legal Order." *Wisconsin Law R.*, (3, May '61), 356-67. Legal scholar and historian. Surveys past American scholarship. "We can find real challenges in the legacies. . . . Effective response will require that we build on solid, empirical bases, but within plans drawn out of more philosophical investment than went into most legal writing of the last 125 years."

KAPLAN, M. A. and N. D. KATZENBACH. *The Political Foundations of International Law*. New York: John Wiley & Sons, 1961, \$6.95. A well-integrated and solid treatise absorbing what the traditional approach has to offer and yet producing a fresh, original, realistic and modern system of analysis. Deals with law and politics, major doctrines, and the organizational framework on the law.

KAPLAN, N., "Research Administration and the Administrator: U.S.S.R. and U.S." *Admin. Sci. Q.*, VI (#1, June '61), 51-72. Soviet administration is restricted to "pure execution of policy." Has less prestige and scientists. Soviet staffs less complicated.

KIRKENDALL, L. A. *Premarital Intercourse and Interpersonal Relationships*. New York: Julian Press, 1961, \$7.00. Explores the way in which premarital intercourse affects pre-and post-marital relationships.

JONES, C. O., "Representation in Congress: The Case of the House Agricultural Committee." *Amer. Pol. Sci. R.*, LV (#2, June '61), 358-67. Why congressmen act as they do on certain issues affecting their constituency. When and how they rationalize their independence and dependence.

JONES, H. W., "Law and Morality in the Perspective of Legal Realism," *Columbia Law R.* (#5, May '61), 800-09. "In its approach to the law-morality problem, legal realism is closer" to the natural law position than to the position of conventional analytical jurisprudence. If the realist analysis is right, the day to day work of judges, law officers, and practicing lawyers involves processes far less orderly and far more intricate than the application of positive law generalizations to fact situations falling more or less neatly within them.

KLEIN, R., "The Figurative Thought of the Renaissance." *Diogenes* (#32, Winter '60), 107-23. An attempt to reconstruct the Renaissance intellectual method—a logic using metaphors and images instead of universals—whose progenitor was Lully, made on the basis of its art and writings.

LANTIS, M. *Eskimo Childhood and Interpersonal Relationships*. Seattle: U. of Washington Press, 1960, \$4.75. Nunivak biographies, genealogies, and Rorschach tests.

LASKER, G. W., ed. *The Processes of Ongoing Human Evolution*. Detroit: Wayne St. U. Press, 1960, \$3.75. Several statements by biologists on what has been learned of current organic change since Darwin. Plasticity of head and body, metabolic polymorphisms, blood groups, climate and culture, all come into play in one analysis. Useful yet readable technical discussion.

LEFLAR, R. A., "Some Observations Concerning Judicial Opinions." *Columbia Law R.*, LXI (#5, May '61), 810-20. Canny remarks on the ways in which judges compose their audiences: the future, their colleagues, the bar, the press, etc.

LENSKI, G. E. *The Religious Factor—A Sociologist's Inquiry*. Garden City, N.Y.: Doubleday, 1961, \$5.95. Based on intensive interviews of a cross-section of Detroit residents, it covers the relations among religion and economic behavior, political behavior, family life, Catholic education, and church attendance.

LEWINSOHN, R. *Science, Prophecy, and Prediction: Man's Efforts to Foretell the Future—from Babylon to Wall Street*. Tr. from German by A. J. Pomerans. New York: Harper, 1961, \$4.95. Generally skeptical, but holding a social-scientific position of the "from alchemy to chemistry" kind.



LONG, E. J., "The Economic Basis of Land Reform in Underdeveloped Economies." *Land Econ.*, XXXVII (#2, May '61), 113-23. Careful research is needed on relation of farm size to productivity in underdeveloped societies, and on how to induce technological change that will capitalize on abundant labor. Writer favors "an effective research-extension program, supplemented by a set of government or cooperative services, in support of a flexible system of small scale, owner-operated farms as the proper goal of land reform policy."

McLACHLAN, D. JR., "Communication Networks and Monitoring." *Pub. Opinion Q.*, XXV (#2, Summer '61), 194-209. Hypotheses and graphic illustrations of the different forms that networks take, by a past President of the American Cryptologic Association. The models deal with cocktail parties, neighbors, armies, telephone systems.

McPHEE, W. N., "Note on a Campaign Simulator." *Pub. Opinion Q.*, XXV (#2, summer '61), 184-93. Attempts at a model of and specific symbolic replication of how an "appeal" or issue affects the dispositions of voters.

MAINZER, L. C., "Scientific Freedom in Government-Sponsored Research." *J. of Pol.*, XXIII (#2, May '61), 212-30. An elaborate essay analysis of the limits and necessity for scientific freedom.

MARCSO, S., "Role Adaptation of Scientists in Industrial Research." *Engineering Management*, EM-VII (#4, Dec. '60), 159-66. Recruiting procedure, mutual expectations of recruit and organization, patterns of career development including: dedication to scientific research; initial orientation toward administration within the company; later interest in administration. All these are discussed based on interviews in central research lab of a large electronics company.

——, "Social Change and Social Structure in Transitional Societies." *Int. J. of Comparative Soc.*, I (Sept. '61), 248-53. The society moving from subsistence basis to secondary forms is vulnerable to political stimuli. They are "uncertainty systems."

MEAD, M., "Anthropology among the Sciences." *Amer. Anthropologist*, LXIII (#3, June '61), 475-82. A general statement and prod in new directions. Appeals for more use of audio-visual data-gathering apparatus and techniques such as the perceptoscope and Chapple Interaction Chronograph.

MEIER, R. L., "Explorations in the Realm of Organization Theory. IV: The Simulation of Social Organization." *Behavioral Sci.*, VI (#3, July '61), 232-48. How simulation studies of educational and training situations can be done. Games of language, history, public service operation, community planning, and transportation are suggested.

MERTON, R. K., ed. *Contemporary Social Problems*; an introduction to the sociology of deviant behavior and social disorganization. New York: Harcourt, Brace & World, 1961, \$6.95. Focuses on contemporary social problems in the U.S., considering them as an offshoot of complex industrial society.

MONSEN, R. J., "Who Owns the City?" *Land Econ.*, XXXVII (#2, May '61), 174-78. Interesting data on different types of interests owning land (and its value) in San Francisco and on which groups have been most active in reality development, offering the basis for public policy and pressure.

MOSCA, G. *The Ruling Class*. New York: McGraw-Hill, 1961, reprint, \$3.45. Classic work by Italy's leading authority on constitutional processes. Scope encompasses history, political organization, society, and social forces.

NETTLER, G., "In Defense of 'Cruelty, Dignity, and Determinism'" *Amer. Soc. R.*, XXVI (Apr. '61), 230-32. A defense of a recent attempt to bring empirical procedures to bear on the free-will or determinism issue, specifically on "the extent to which it is assumed that behavior is a consequence of previous behavior and conditions."

NEWCOMB, T. M., *The Acquaintance Process*. New York: Holt, Rinehart and Winston, 1961, \$7.50. University of Michigan reports on a research project exploring the processes leading to personal acquaintances.

"The Current State of Operations Research in the United States." *Bulletin of the Operations Research Society of America*, Supp. 1 (Vol. 9, 1961). B82-B86.

PALMER, F. H., "Critical Periods of Development: Report on a Conference." *Items*, XV (#2, June '61), 13-18. On studies of points or stages during which the organism is maximally receptive to specific stimuli dealing with size, shape, distance, affection, etc. Some of the animal examples are startling and fascinating. Grave implications for human education (training?).

PALOMBA, G., "Entropie, Information et Sintropie des Systèmes Économiques." *Metroeconomica*, XII (II-III, Aug.-Dec. '60), 98-110. Entropy, information and sintropy of economic systems. Application of physic or chemical idea of entropy to political economic phenomena.

PAPI, G. U., "Programmation Régionale et Théorie Économique." *Economie appliquée* (#4, 1960), 491-528. The responsibility of government and individuals for the growth or decline of production and population; essential elements of a secular growth trend. Economic development of a country is nonlinear and factor disproportions vary; therefore, remedy for "backwardness" must be varied according to the type of backwardness; this should be a good matter for further study.

PASCAL, G. R. and W. O. JENKINS, *Systematic Observation of Gross Human Behavior*. New York: Grune and Stratton, 1961, \$4.75. Aims at providing a theoretical position and method for gathering data on human behavior in life situations. For students of psychology.

PAULING, N. G., "Experience with an Industrial Research Program in the Social Sciences." *J. of Business*, XXXIV (#2, Apr. '61), 140-52. How it was done in Saudi Arabia for an oil company.

PESEK, B. P., "Economic Growth and its Measurements." *Econ. Dev. and Cultural Change*, IX (#3, Apr. '61), 295-315. Performance of various methods of measuring growth.

PIEL, G. *Consumers of Abundance*. New York: Center for the Study of Democratic Institutions, 1961. A pamphlet, asserting eloquently that "in the place of work and property, illusions and old habits and compulsions now support the social edifice." Answers are needed for a sociology and economics of abundance. Foresees continued expansion of the non-productive payroll and other make-work, kill-time efforts, mostly unconscious.

POLAK, F. L. *The Image of the Future*. Vol. I and II, New York: Oceana Publications, 1961. \$12.59. Constructions of the future: their meaning and the meaning of time, space and ideals; classical images of the future; utopianism; anti-utopias; the broken future of western culture. Concludes the massive work with a scanty appeal for new leadership to dream dreams, the prerequisite to moving forward.

POOL, I. DE S. and R. ABELSON, "The Simulmatics Project." *Pub. Opinion Q.*, XXV (#2, summer '61), 167-83. An experiment in automating opinion on the 1960 presidential election so as to provide serial synopses and predictions of voting behavior as the phases of the campaign progressed. May "open up the possibility of using survey data in ways far more complex than has been customary in the past."

PRESTHUS, R. V., "Weberian v. Welfare Bureaucracy in Traditional Society." *Admin. Sci. Q.*, VI (#1, June '61), 1-24. Turkish coal industry has Weberian model of bureaucracy imposed in form but the traditional society reacts with time, motivation, incentive and educational differences tend to have their effect.

QUINN, J. B., "Long-Range Planning of Industrial Research." *Harvard Business R.*, XXXIX (#4, July-Aug. '61), 88-102. Well-edited, orderly statement of how and why business firms do research.

REDMOUNT, R. S., "Attorney Personalities and Some Psychological Aspects of Legal Consultation." *U. of Penn. Law R.*, CIX (#7, May '61), 972-90. Little-researched ways in which the "law" and the client's condition are affected by the position, traits, responsibility of his attorney.

REICHECK, J., "On the Design of Cities." *J. of the Amer. Inst. of Planners*, XXVII (#2, May '61), 141-3. Elements used in design of physical city—squares, closed vista, green belt—may have matched prior social orders and prior conceptions of order. Shows how they are no longer compatible with contemporary social processes. "Urban chaos" signs are marks of new kinds of order emerging, reflecting the increasingly pluralistic and afocal structure of changing social relationships.

RUBEL, A. J., "Cultural Discontinuity, Stress, and A Folk Illness." *Res. Previews*, VIII (#4, June '61), 13-19. An essay, in mid-research, on social medicine, superstition and cases of "soul-loss."

RUDY, Z., "II. Teil: Aus speziellen Soziologien. Die Sowjetische Ethnosozologie der Gegenwart." *Kölner Zeitschrift für Soz. und Sozialpsych.*, XIII (#1, '61), 41-67. What the Russians are doing in ethnosociology.

SHANDS, H. C. *Thinking and Psychotherapy*. Cambridge: Harvard U. Press, 1960. \$5.75. A broad scientific-literary presentation of a physiological theory of communication and its psychotherapeutic implications.

SHUBIK, M., "Approaches to the Study of Decision-Making Relevant to the Firm." *J. of Business*, XXXIV (#2, Apr. '61), 101-118. A usefully long exposition of decision-making in business, its natures, uses, and prospects.

SIMEY, T. S., "The Contribution of Sidney and Beatrice Webb to Sociology." *Br. J. of Soc.*, XII (#2, June '61), 106-23. The Webbs' interest in the world was a general and empiric one; they were critical of abstract theorizing, they wanted to ally fact and theory with preference for inductive method. "The whole of social life, the entire structure and function of society consists of human intervention." Though "some sort of human society may get along upon instinct, civilization depends on organized knowledge of sociological facts and of the connection between them."

— and M. B. SIMEY. *Charles Booth Social Scientist*. London: Oxford U. Press, 1960, 30s. A careful biography and evaluation of a pioneer of empirical sociology.

SINGER, J. D., "The Strategic Dilemma; probability versus disutility—A review of Herman Kahn, *On Thermonuclear War*." *J. of Conflict Resolution*, V (#2, June '61), 197-205. A nega-

tively critical study of a book of "brilliant insights and delightfully sophisticated analysis" because it is "laden with inconsistency and is lacking in strategic coherence." Wishes for research on disarmed, not armed order, if only because every "rational" armed act is pregnant with universal disaster.

SMITH, J. O. and G. SJOBERG, "Origins and Career Patterns of Leading Protestant Clergymen." *Social Forces*, XXXIX (#4, May '61), 290-96. Clergymen of upper-class churches come from upper-class circumstances and make upper-class marriages, in case you didn't know.

SMITH, L., "Unrequited Quest for City Status—A Case Study of 100 Years." *Rural Soc.*, XXVI (#2, June '61), 170-86. Business interests campaigning to transform this New England town into a city frustrated by unorganized majority; but "big government" has nevertheless been achieved through adoption of manager system.

SNYDER, W. U. *The Psychotherapy Relationship*. New York: Macmillan, 1961, \$7.50. Considers the interaction of transference and countertransference in psychotherapy and reports a four year research project. With case histories.

SOMERS, H. M. and A. R. SOMERS. *Doctors, Patients and Health Insurance*. Washington: The Brookings Institution, 1961, \$7.50. On the organization, distribution and financing of personal health services, i.e. medical care. Trends in health, structure of medical practice, the workings of a hospital, the drug industry, rising demands for services, and all the modes of supplying these demands receive attention. An authoritative, well-organized, complete and highly competent study.

STEIN, W. W. *Hualcan: Life in the Highlands of Peru*. Ithaca: Cornell U. Press, 1961, \$6.00. A representative social unit of the region, an isolated village, reveals its institutional practices and the process of modernization, affording clues as to the accelerating of its socioeconomic development.

STARBUCK, W. H., "Testing Case-Descriptive Models." *Behavioral Sci.*, VI (#3, July '61), 191-99. Explains types of models and offers suggestions on building and testing "case-descriptive" models.

STRAUSS, E. *The Ruling Servants; Bureaucracy in Russia, France—and Britain?* New York: Praeger, 1961, \$2.95. Explores the meaning, foundations and effects of bureaucracy.

*A Survey of University, Business and Economic Research Projects, 1957-61*. Washington: U.S.G.P.O., 1961, \$3.50. Projects completed or in progress through 320 colleges and universities, grouped by major subject fields.

TANNENBAUM, A. S., "Control and Effectiveness in a Voluntary Organization." *Amer. J. of Soc.*, LXVII (#1, July '61), 33-46. Probability sample of two local leagues within League of Women Voters. Some support for hypothesis that effectiveness of a local League varies directly on the average positive slope and the height of the local League's control curves (different types of strong or weak influences in the hierarchy.)

TANNENBAUM, R. et al. *Leadership and Organization*. New York: McGraw-Hill, 1961, \$7.50. 480 pages. Produced by the UCLA Human Relations Research Group. Presents materials on theories of leadership, "sensitivity training," and methodological and conceptual emphasis. A heavy summary of a heavily researched field that will not bow to succinct effective statement.

TEMBRUCK, F. H., "I. Allgemeiner Teil. Zur Deutschen Rezeption der Rollentheorie." *Kölner Zeitschrift für Soz. und Sozialpsych.*, XIII (#1, 1961), 1-40. What German writers have done with the concept of "role."



THOMPSON, L. *Toward a Science of Mankind*. New York: McGraw-Hill, 1961. Anthropologist's synthesis of the science of man, emphasizing materials on folk societies.

THORNE, F. C. *Clinical Judgment; a study of clinical errors*. Brandon, Vt.: *J. of Clinical Psych.*, 1961, \$6.00. Discusses the nature of clinical judgment in psychology and psychiatry and cautions clinicians against hasty or over-confident diagnosis.

TINKER, H., "Community Development: A New Philosopher's Stone?" *Intl. Affairs*, XXXVII (#3, July '61), 309-22. "Community development, as it has been conceived by most British administrators, Chinese social workers, American professors, and UN experts, is an attempt to marry Western doctrines of behavior onto a somewhat romantic or idealized notion of Asian village society."

WALDO, D., ed. *The Research Function of University Bureaus and Institutes for Governmental-Related Research*. Berkeley: Bureau of Public Administration, U. of Calif., 1960. Product of a 1959 Conference on the subject. Deals with research in public administration, politics, comparative governments, metropolises, and public policy. A chapter is given also to methods of research. Some things are said about the Bureaus, which are a conspicuous feature of numerous academic landscapes, but most of the authors are relieved to get into more high-flown problems, which, as a matter of fact, symptomizes a major problem of the work of such Bureaus. How and why they are organized does not usually occur as a fatal element in their output.

WILKINS, B. T. *Carl Becker*. Cambridge: M.I.T. Press and Harvard U. Press, 1961. Biography of an American historian, part of the period of F. J. Turner, W. E. Dodd, C. Beard, and W. Wilson, who gyrate between skepticism and faith in life and writings.

WILKISON, D. M., "Personnel Opinions." *Pub. Personnel R.*, XXII (July '62), 174-79. Important questions of personnel policy and practice seldom yield cut-and-dried answers. The editors have posed a question to several persons representing different points of view to give readers guide lines in forming their own policies.

WILLIAMS, O. P., "A Typology for Comparative Local Government." *Midwest J. of Pol. Sci.*, V (#2, May '61), 150-64. Based on a study of four communities regarding their role in promotion of economic growth, providing amenities, maintaining traditional services, arbitrating conflicting interests.

WILLIS, R. H., "Social Influence and Conformity—Some Research Perspectives." *Acta Sociologica*, V (#2), 100-114. A survey of the past and present concepts (and terminology) relating to study of conformity from Tarde's "laws of imitation" to Zetterberg's "compliant action."

WIENER, N. *Cybernetics*. 2nd ed. New York: M.I.T. Press and John Wiley & Sons, 1961. In the second edition of this well-known work, the author writes: "There is nothing more dangerous to contemplate than World War III. It is worth considering whether part of the danger may not be intrinsic in the unguarded use of learning machines." Reiterating his contention that "to turn a machine off effectively, we must be in possession of information as to whether the danger point has come," he warns that this becomes more difficult as the speed of computers increases.

He compares the computer to workers of magic—"non-human devices of great power and great ability to carry through a policy"—such as appear in "The Sorcerer's Apprentice," the Arabian Nights tale of the fisherman and the genie, and the fable of the monkey's paw by the English writer W. W. Jacobs. He then adds:

"In all these stories the point is that the agencies of magic are literal-minded; and that if we ask for a boon from them we must ask for what we really want and not for what we think we want . . . The new and real agencies of the learning machine are also literal-minded. If we program a machine for winning a war, we must think well what we mean by winning.

"We cannot expect the machine to follow us in those prejudices and emotional compromises by which we enable ourselves to call destruction by the name of victory. If we ask for victory and do not know what we mean by it, we shall find the ghost (like the ghost of the lost son in the monkey's tale) knocking at our door."

WINICK, C., "Anthropology's Contributions to Marketing." *J. of Marketing*, XXV (#5, July '61), 53-60. Marketers have been relatively slow in using anthropological approaches, even the anthropology concerned with man and society. This article considers why, and how it has been and might be employed.

WOOD, R. C. *1400 Governments*. Cambridge: Harvard U. Press, 1961, \$5.75. How Topsy grew and how impossible it is to change her character. A well-written explanation of the chaos called the New York Metropolitan Region. Few seem to care, however, so the condition will persist indefinitely.

ZELIGS, M. A., "The Psychology of Silence." *J. of the Amer. Psychoanalytic Assoc.*, IX (Jan. '61), 7-43. Theoretical considerations of the role of silence in the psychoanalytic process and with related problems of psychoanalytic technique, notably transference and countertransference. "Silence communicates nonverbally an existing mood, attitude, aggressive or libidinous thought or feeling."



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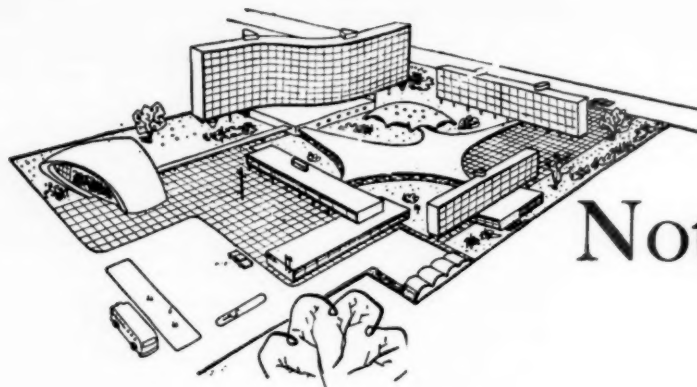
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# Educator's



# Note Book

## THE HIGHER ILLITERACY

The rhetoric of incorporating new sets of problems by extending definitions pleases us when its goal pleases us. (We must add that it is generally useful also as mental exercise.)

Francis S. Chase, Dean of the Graduate School of Education at The U. of Chicago, told the opening session of the 24th Annual Summer Reading Conference of The U. of Chicago, attended by nearly 1,000 teachers and educational administrators from throughout the nation, that civilization is being threatened by a "higher illiteracy" and that there are two kinds of illiteracy.

They are:

"(1) Simple illiteracy or the inability to receive and express complex ideas through the medium of language.

"(2) The higher illiteracy or the inability to relate the content of verbal communication to events which at each moment are shaping the future."

He said in his notes prepared for this address: "While simple illiteracy is an easily recognizable barrier to the good things of life for a large part of the world's population . . . higher illiteracy is a serious, compounding factor."

Chase described the "higher illiterate" as one who refuses to understand although he is able to see, hear, and even read. He said one of the most dangerous characteristics of these "higher illiterates" is their inability to entertain ideas which seem to threaten their own narrowly preconceived view of the world.

"They cannot enter sympathetically into the aspirations of peoples of other classes, races, or cultures," Chase said.

Chase listed four traits which he said mankind must learn to develop in the next decade:

"(1) The ability to read and to listen reflectively; that is, to carry on a dialogue within one's self through which what is read is

probed for its relevance to the events of the day and used to sharpen one's perception of the world and its various peoples.

"(2) The ability to enter understandingly into that which has been alien—values, modes of behavior, and points of view arising in cultures different from one's native culture.

"(3) The capacity to consider ideas which seem threatening to cherished beliefs or to one's own security.

"(4) The ability to read the language of mathematics and science sufficiently to comprehend the concepts which are reshaping the modern world."

## Mature Learning In High School

Certain remarks of Dean Chase, on producing mature learners, made later on at an education workshop, are also worth repeating. High schools can improve their performance:

"(1) By stimulating students both to develop their own ideas and to reflect upon ideas which they encounter in books and elsewhere;

"(2) By encouraging them to make intuitive explanations of phenomena

and to test their 'guesses' by gathering and assessing relevant data;

"(3) By helping them experience the romance of learning, but also to appreciate the necessity of precision in measurement, thought, and expression;

"(4) By encouraging them to set their aspirations high and to expend the effort necessary to the achievement of high goals."

Chase said the proper function of the secondary school was to "operate as an agency for bringing adolescents into effective contact with a great variety of inducements to, and resources for, learning."

He predicted that secondary schools in the United States will experience not only a continuous change, but an "accelerating change" in the years to come.

Dean Chase listed some ways in which these changes are being brought about and will continue to occur: "attempts to bring the content of curriculum in the several disciplines in line with new knowledge; the programming of instruction; the use of television and other assorted audio-visual aids; the search for new ways of allocating teacher responsibilities."

He warned, however, that "often these instrumentalities seem to be introduced because they exist and not



because of any proven or assumed relevance to the kinds of learning desired."

## Making Reading Simple

Those of you who have been disturbed because Johnny can't read can relax, for the Department of Education at U. of California (Berkeley) has just completed a \$100,000, eight-year-long research project on "The Substrata Factor Theory, Substrata Factor Differences Underlying Reading Ability in Known Groups." (Carnegie Corporation and the U.S. Office of Education provided the cash.) The finding?

Professor Jack Holmes reports:

"Students inclined toward visual-verbal learning will learn best with the so-called 'look-say' method of reading instruction and will not learn well with the phonetic system. Those who rely strongly on their auditory senses, however, will learn best with the 'phonics' method and will not do well with the 'look-say' system."

The practical effect of the study is to permit teachers to identify these traits in their students at an early age and to adjust their teaching techniques to enhance the strong qualities of each student and to improve upon their weaknesses.

Reading depends upon a complex combination of some 40 or more physiological and psychological skills, Dr. Holmes said, "and we have not identified them all yet."

In addition to varying the teaching techniques according to the students' skills, teachers of reading should emphasize good literature and basic vocabulary development, he said.

"We found that how well a student comprehends what he reads depends largely on his previous storehouse of information, what he is interested in, and how well he understands the meaning of words in, as well as out, of context."

Among other observations contained in the report are:

Reading is a combination of speed and comprehension but these depend

upon some 40 complex physiological and psychological skills and even readers of the same reading skills combine these elements in far different ways.

Such unlikely factors as musical ability had a profound effect on the development of reading skills in all groups studied, but mechanical aptitude was also found to be important in helping the fast reader become a superbly fast one.

Boys and girls tend to draw upon far different sets of abilities for their reading skills.

A knowledge of phonetics, prefixes, suffixes, Latin and Greek roots and the ability to discriminate between words which look and sound alike but have different meanings are also factors in successful reading.

Other factors, such as personality, home adjustment, social adjustment, and health made little contribution. But the evidence suggests that the true relationship between reading and personality is to be found in the way a person mobilizes his abilities to attain the standards and goals set up by his personal value system.

The study has established the validity of the claim that reading is an "audiovisual verbal processing-skill of symbolic reasoning."

## Reading Morale

Most scholars working on the reading problem encounter that Van Allen Belt of low morale which forestalls the applications of their discovered and invented principles of quick and intelligent reading. We quote with favor another source, Alexander Frazier of Ohio State University, who told the 24th Annual Reading Conference that "children may be willing to confront hard materials that we would label beyond them for at least two reasons that our concern with controlled vocabulary may have caused us to overlook."

He said the first reason is "simply interest. A child may so want to read a given book that he is willing to put

more effort into it than we would expect."

The second reason Frazier mentioned was "purpose." He said, "A child may so want to know something from a given book that he is willing to work harder at it than we would think wise or require him to do."

He said the job for the educator is "to find out whether interest and purpose can be placed beside the vocabulary level as determiners of what may profitably be read."

He said there were five basic premises for a "contemporary way of looking at reading":

—Stress reading to learn, rather than learning to read.

—Find and foster the kinds of interests and purposes that turn eager learners into abler readers.

—Emphasize reading more wisely through reading more widely.

—Create reasons all day long for learning through reading, rather than conduct separate lessons in learning to read.

—Broaden the base of our program to include all the ways to learn from everything that can yield meaning.

## Need for Philosophy

"Low morale," in philosophical terms, often becomes "philosophical chaos" and "absence of theory." Here are some remarks of Herbert A. Thelen, Professor of Education at the University of Chicago, to a joint session of the International Reading Association at the Conference on Reading:

"During the 22 years I have been interested in teaching, I have seen the flow of standardized achievement tests grow from a trickle to a tidal wave, the development of most of the audio-visual sound film industry, establishment of school radio, and, later, educational television, the incorporation of guidance and counseling as standard practice in schools, the introduction of team teaching, teaching machines, and a large number of practices roughly lumped under the heading of 'student grouping.'"

# Premises and Principles

"During this same period, I have also been vaguely aware of innovations in reading—new kinds of graded materials, use of tachistoscopes and eyepushers, development of diagnostic tests, and the major development of the art of remedial reading.

"It is curious that this great variety of innovations still leaves us with the impression that education has not changed very significantly."

Thelen said two factors are lacking in our educational system: "a viable theory of education and commitment to this theory."

He said, "The prospect of developing a single theory of education and getting everybody to be committed to it is probably both dim and undesirable." However, Thelen added, all discussions of education should include an exact statement of "what our viewpoint and theory of education is, and show within this context of postulate, assumption, and belief how various practices, materials, and innovations can be used productively."

Thelen described his own theory of education as "the process of participation in inquiry under such conditions that one learns to inquire more effectively."

He said, "Possibly the safest general characterization of reading at all stages of inquiry is that it has the quality of anticipation of events—as distinguished from reading, whose mental activity ostensibly starts with eye movements and ends when the book is closed."

Thelen said, "Reading does not require any reality-testing, whereas reality-testing is built into inquiry." It is in helping the student to "reality-test his ideas" that the teacher is called upon to exercise "high art," he said.

Thelen listed "three aspects of coherent 'units' of educational experience. The first aspect is personal and private—the student reads a book . . . without interference by other people. The second aspect is social and interactive; the student discusses the per-

*Stuart Chase, author of Live and Let Live, Some Things Worth Knowing and many another book bridging the world of social science and social action, has set forth five general facts and nineteen related conclusions on the nuclear age. Our readers may wish to address Mr. Chase, who is on our Advisory Board, with comment and criticism. An elaboration of these points appeared in the Saturday Review on May 9th of this year. The drawings below are several symbols of one world, by Susanne K. Langer.*

What are some of the principles in the social field that adequately reflect the leap from chemical to nuclear energy? What changes are now indicated in our political and economic behavior? Such questions are seldom responsibly discussed.

## Premises

1. Nuclear weapons have put warfare in a wholly new dimension; they are not just "bigger and better bangs."

2. A nuclear war between the United States and Russia will kill one-quarter or one-half the population of both countries within a few days, and make their industries, transportation, and distribution systems inoperable.

3. Fallout sifting down after a nuclear war, we are told by the biologists, will affect every living person, and undermine the pool of genes upon which the future of the race depends.

4. If the arms race continues, the present superiority of the offense is likely to become more pronounced. No technical means are now available, to prevent enough missiles getting through to paralyze both sides.

sonal knowledge he has gained from reading with other people."

He said the third aspect might be called "assimilation through emergent experience." He described this as an interaction between personal experience with established knowledge leading to the need for "more experiences through which connections between the two can be found."

5. Nuclear-powered submarines armed with missiles of the Polaris type are now becoming the most serious deterrent to war. Huge stockpiles of fissionable material are all but obsolete, as delivery systems become the critical factor.

## Conclusions

From technical facts of this nature, certain conclusions emerge. *These form the principles to be reckoned with in the nuclear age.* The following nineteen, it seems to me, have impressive logical justification:

1. A war between nuclear powers cannot be "won."

2. The only reasonable purpose of weapons development today is to establish an adequate deterrent against nuclear attack pending successful negotiation for disarmament.

3. The danger of *accident* touching off nuclear war increases directly with reduction in time of delivery, with the number of states in the Nuclear Club, and with the number of fallible human minds concerned with the nuclear chain of command.

4. It seems probable that war limited to conventional (i.e., pre-Hiroshima) weapons will turn into nuclear war. The knowledge is available, and



WORLD GOVERNMENT



# of Peace

by Stuart Chase

a nation *in extremis* can be expected to use it.

5. Despite the present potential for extermination, neither the U.S. nor the USSR can use its military power. The purposeful explosion of just one nuclear weapon in support of political policy anywhere is likely to bring the roof down everywhere.

6. If the arms race continues, it looks as if the overseas bases of the U.S. will become more of a liability than an asset, exposed as they are to elimination by a single missile. The USSR, at the same time, will have no need for a ring of satellite states, insofar as they were seized as protection against land armies such as those of Hitler in 1942.

7. The U.S. and the USSR will be increasingly forced to use the United Nations, or some other international body, for the solution of crises otherwise insoluble. Problems of outer space, earth satellites, Antarctica, weather control come to mind.

## New Machinery Needed

This brings us to a series of principles concerned with international machinery. If war is now useless for the furthering of political objectives, and for setting disputes, what shall take its place?

8. It seems reasonably clear that both the U.S. and the USSR must realize that negotiation on all levels must be unrelenting, and that mutual salvos of insults are a dangerous waste of time. The two Great Powers will get farther if they first push negotiation on those issues where their in-

terests are already parallel, such as the banning of nuclear tests, limiting the Nuclear Club, reducing the economic burden of armaments.

9. It seems axiomatic that only controlled, universal disarmament, together with legal agencies to resolve conflict between nations, can make a viable world in the nuclear age.

10. A warless world must have an international legislative body to promulgate the essential elements of world law. The U.N. is a beginning, but needs extensive revision.

11. A warless world must have a system of world courts to adjudicate the law. We have one court now, but it is little used. We need many more.

12. A warless world must have a world police force to implement the findings of the courts, and to break up unlawful military adventures. We now have a U.N. military force composed of national brigades, but an effective force should give allegiance to the world agency only. It should probably be composed of volunteers, as the Foreign Legion is.

13. No international machinery of this nature is workable without the cooperation of Germany and Red China, now both excluded from the U.N.

14. It seems probable that a confederation of nations rather than a formal world state is the most practical next step politically.

15. In a warless world, industrial nations must make far greater efforts to raise living standards in the hungry half of the planet lest world balance be upset.

16. Such efforts will fail, however, whatever the funds available, unless population is held in line with the food supply.

## Domestic Action

On the American domestic front, three more principles seem to be indicated:

17. With the planet faced by sudden calamity from nuclear accident as well as from formal war, questions of monetary costs, budgets, national debt, defense of the dollar abroad, while important, are minor compared with questions of negotiation, disarmament, and machinery for a viable world.

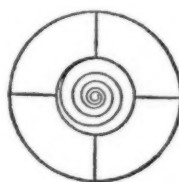
18. Complete disarmament entails the transfer of some 10 to 12 per cent of U.S. manpower and resources from bombs to butter. Whether rapid or slow, the shift can hardly be made without careful advance planning.

19. It has long been noted by qualified economists that "a great nation can afford anything it can produce." It may well be that financial matters in the nuclear age will have to be geared to this proposition.

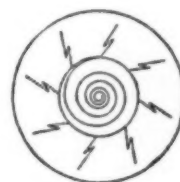
The above nineteen principles for coming to terms with the nuclear age are admittedly *preliminary*, but may serve as a basis for discussion. Corrections and refinements are doubtless in order. The outstanding principle, I believe, is the abandonment of national sovereignty as the supreme good, and the acceptance of the continuity of mankind as the supreme good.



WORLD ECONOMY



WORLD FEDERALISTS



WORLD RADIO

# Letters to The Editor

## How Not to View "The Public Interest"

The June, 1961 issue of *The American Behavioral Scientist* carried a critical commentary by Lewis A. Froman, Jr., on Lewis A. Dexter's previously published article "Has the Public Official an Obligation to Restrict His Friendships? The Right of Privacy vs. the Public Interest." Dexter argued *inter alia* that it was in the public interest for officials to consciously expose themselves to points of view on public policy in opposition to their own. Froman takes Dexter to task on two points. First, as a matter of fact politicians do tend to surround themselves with aides who share their preferences and, second, in several respects it is quite functional for them to do so.

The empirical point is one which Dexter would certainly grant, for why else would he have written the article? Dexter surely understands the value point as well; he cites no fewer than five examples illustrating that under certain circumstances appointing friends or relatives is quite helpful.

Froman's major point is to condemn Dexter for using the term "the public interest." He writes, ". . . to make a plea for anything in the name of 'the public interest' is merely to attempt to sanctify one's own preference in the garb of something akin to 'mother' or the American flag. We are all in favor of 'the public interest.' What people believe to be in the public interest, however, need not be identical or even similar. Specifying content becomes, then, a narration of one's own policy preferences." This is a logician's point, a philosopher's ploy; and very often it is quite a good one.

What people who wish to talk like logicians must learn, however, is that the logic of an expression is determined by the way it is *in fact* used

and not by the way in which it can conceivably be used. It is quite true that "the public interest" can be used as a cloak for purely personal desires, but it hardly follows that it is "merely" this.

Froman is reacting on methodological grounds against the notion that there is such a thing as an objective public interest which hovers somewhere in the sky over Washington, D.C. This, of course, is a valid point, one made quite persuasively by Aristotle against Plato. To show that there is no objective public interest does not, however, show that the phrase is utterly vacuous. Discussions of 'the good' by analytic philosophers are quite relevant here.

"The public interest" can be used as a metaphysic, i.e., as a concept in terms of which anything can be explained or rationalized. But how many politicians do in fact use it this way, and, of more immediate importance, does Dexter use it this way? This is an empirical problem of very great difficulty, but it is an empirical problem.

One test would be to ask Dexter or a politician to specify the criteria of public interest, and then check his behavior nominally in the public interest against his criteria. It is quite clear, it seems to me, that Dexter uses the phrase as shorthand for criteria which most interested citizens would understand, e.g., efficiency of operation, the adoption of policies which favor a large number of citizens rather than a restricted few, the prevention of thermonuclear war, etc. Froman takes the logical point "the public interest can be a metaphysic" and uses it, quite inappropriately, to answer the empirical question "what does x mean by the public interest?"

Thomas Landon Thorson  
University of Wisconsin

## A Home for Old Campaign Propaganda

Until it was recently called to my attention, I had missed the "Campaign Literature Grabbag" item in *Topics and Critiques* for March.

I fully agree that the ephemera of political campaigns should be collected and stored, and made available for scholarly research.

In recent years this committee has made a steadily increasing effort to provide that service. Many political scientists and journalists and a sprinkling of historians already send us, more or less faithfully, copies of campaign literature, particularly that which appears to be "unfair" or "borderline" material. For instance, our files of scurrilous and nearly so campaign documents from the 1960 election is, I believe, the most complete in existence and it is still growing. Our files do go back to 1956 in national and state-wide elections, and they are open to scholars, who are using them with increasing frequency.

Perhaps you could ask your readers to make a practice of sending such material to us. We will index it and file it, and make it available here for study and insofar as possible will loan it by mail in photostat form, upon responsible request.

As a matter of fact we have tried for some time to find foundation support for a more comprehensive collection which would be microfilmed and thus more readily available and portable.

Sincerely,

Bruce L. Felknor  
Executive Director  
Fair Campaign Practices  
Committee, Inc.  
45 E. 65th St., N.Y. 21